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## The Superintendent in Small Cities.\*

By Supt. CHARLES E. GORTON, Yonkers, N. Y.

The superintendent of schools was practically unknown fifty years ago. His office has been logically evolved with the quite original system of American public school education. Now, almost every city and a large proportion of the villages have such an officer. The earlier superintendents were often chosen without reference to educational qualification or fitness, being selected for personal or political reasons, and being agents or executive officers of their respective boards or committees. Many of those who eventually became efficient officers succeeded at the expense of the pupils who formed subjects of experiment. The term of office was usually short, and the records of many cities show a list of early superintendents of schools who held office one or two years each.

The mode of election has become settled; a superintendent is now chosen by a board of education, and very rarely by general election. The term of office has been lengthened. Many of the city and village superintendents now in office have occupied their positions a long term of years. The duties of the office were very indefinite, but have become fairly established by practice, and fixed by formulated rules or legislation. It appears, furthermore, that most of the present incumbents were professional teachers of large experience before they were elected to the higher position.

This certainly indicates a movement in the right direction, for a superintendent of schools ought to be a teacher primarily, and to have had the experience and knowledge which can only come from actual work in the class-room. I do not know that the statutes of any state prescribe the qualifications which a superintendent of schools must possess. But such legislation has been proposed and will in all likelihood prevail eventually in many states.

### Educational Qualifications.

If the state demands a minimum of qualifications for its teachers, how can it ask less of those who rank above the teachers, directing and supervising their efforts? The superintendent of any system of schools ought to be broadly educated, and to know something of the many branches of instruction. He will have special teachers teaching and supervising, who know the details of their topics better than it is possible for him to know them; but he should have such a comprehensive view of the whole field that he may give valuable suggestions even to them.

He should know psychology, which in recent years has played an important part with all students of education, and he should be conversant with the methods of instruction in all subjects. He should be acquainted not only with the history of education, but with general history as well. Only the students of history can appreciate the accumulated riches of the race, and thru what struggles the evolution and freedom of mankind have been accomplished.

The history of education enables us to understand the intellectual growth of ages, and how, often spasmodically, but nevertheless with a certain degree of continuity, the youth have been fitted for an ever widening field

of intellectual activity. He who knows the conditions under which they wrought comprehends the results attained by the great teachers and educational reformers, who from the time of Socrates have contributed to the uplifting of humanity, and can properly estimate the bearing of their work on the subsequent ages, and that ultimate product which we call our present civilization.

He should know the history of school organization, how it has developed to its present form, and the changes which are still proceeding. He should have an insight of school administration as relating to the relation of the boards of education to the teachers, of the teachers to the pupils, and of the whole system to the community. A knowledge of the principles of school law is a necessary part of his equipment.

### Expert Knowledge Required.

All this means that a broad, general education is not enough, and that the superintendent ought to have special preparation for his work. All of us want the occupation of the teacher classed with the learned professions and recognized as one of them in dignity and respect. All the other professions demand elaborate special preparation for whoever is to become a member of their ranks.

The State of New York prescribes a minimum of requirements for students of law or medicine, and subsequently four years of special training before entering practice. It seems to me that no less should be asked of the chief officer of a school system; that his theoretical education should be obtained prior to his taking office, and not as the result of years of experiment with teachers and pupils. The latter course may be cheap for him, but it is sadly expensive and unjust to many innocent people.

I believe that we shall have the highest quality of supervision and school administration only when the superintendent shall have been educated as a professional expert and is recognized as such. In the largest cities the duties of administration, organization, and supervision have been differentiated so far that all the attainments necessary for a smaller town need not be united in one person. This specialization undoubtedly gives the highest type of service. But as has been pointed out by Supt. Gove in the *Educational Review*, the number of large cities with elaborate, classified organizations is small compared with those where all departments of the educational system are united under the control of one man whose duties are necessarily exceedingly diverse.

### Term of Service.

I do not care to discuss the question of tenure of office here much beyond expressing the purely personal opinion that the superintendent should be elected to serve during the pleasure of the board. I am convinced that teachers who have served a term of trial and whose services have been approved, should hold office for life or until removed for physical or mental disability. They ought not to be subject to the worry and distress incident to a periodical election. But the superintendent is the executive officer of the board, and if the board shall be dissatisfied with his administration, it appears reasonable that it shall be within its power to effect an immediate change. This view of continuous employment in one case and not in the other is entirely consistent with the most advanced ideas and practice of civil service in the nation, state, or city.

\* Read before the Department of Superintendence, N. E. A., at the meeting in Chicago on Feb. 27.

A somewhat exhaustive enquiry from the cities of many states made a few years ago seems to prove conclusively that boards of education are composed, as a rule, of the best men in their respective communities, devoted to the interests of the schools under their control and free from mercenary motives. If this be accepted as a statement of fact the conclusion readily follows that a fit and worthy superintendent, elected at the pleasure of the board, will hold his office for a long term.

#### Duties of the Superintendent.

It is somewhat difficult to define exactly the powers and duties of the superintendent. Many questions will come to him for decision and many things must be done outside of what anybody would conceive to be stated obligations. In many places he will be called upon to perform duties that should not be incumbent on him and which might be done better by somebody else. He should not be expected to act as the secretary or book-keeper of the board, nor serve as a distributing agent for books and supplies. His work should take a higher range than that of clerk or accountant for a small corporation. He should not be the financial agent of the board, because he would bear a responsibility that should be borne by the board itself, whose judgment on questions of finance is, as a rule, better than his own.

The public schools receive more popular criticism on the score of expense than for all other reasons. Many people think of the schools only as the cause of endless taxation, and attack the appropriations for school purpose first, tho there may be boundless waste in other departments. Whether the criticisms be right or wrong, let the board and not the superintendent bear this burden.

In the ultimate analysis there remains only one object for which the schools exist; that is the pupil. Everything else has disappeared. Buildings, equipment, boards of education, teachers, are all means directed to raising the pupil to his proper position as a chief factor of our complex civilization. The teacher is not only the most important of these means but easily outweighs all the rest. Garfield's oft quoted aphorism in which he defined the American university gives homely expression to the comparative value of instruction and the subordination of everything else to the teacher's influence. Fine buildings, elaborate equipment, refined courses of study, are all subsidiary to the teacher. Then what discriminating care should be exercised in determining who the teacher shall be! Who shall decide? Who should possess the judgment, fidelity, and independence to discharge this high trust? The superintendent. He should either have the absolute power of appointment of teachers or should nominate them subject to confirmation by the board. In any event the board should not have the power to appoint without his approval. If he has been selected for his professional attainments and experience, he knows the quality and kind of people he wants and should be the judge of their special fitness.

A board composed of men engaged in other professions or general business has not the slightest competency to select teachers, and ought not to claim such a prerogative, but to delegate the matter wholly to the superintendent. It is not consistent with any theory of exalted civil service to combine the examining and appointing power in the same individual. This is clearly recognized, and a separation has been marked in the appointment of civil service examining boards removed as far as possible from all exterior influences and having no power except to pass on qualifications. A few of the larger cities have special examining boards that meet the case perhaps. In most places it would be better if examinations for teachers' certificates were held only by a department of education, and normal school diplomas and state licenses only were accepted. This should be a minimum which any locality might supplement by special examinations. I take this opportunity to say that it seems to me unfortunate that the certificates and normal school diplomas of one state are not valid in another state. The state

license of Pennsylvania may be worthless in New York or Ohio, and *vice versa*.

#### Course of Study and Text-Books.

By common consent the superintendent prepares the course of study, and too often, I fear, he tries to make it original and to incorporate in it some of his own personality. Or he pursues the plan of modern authors in Irving's "Art of Book-Making," and selecting a little here and there from various courses of study has a whole as incongruous as Horace pictures in "*Ars Poetica*." The courses of study of different cities show amusing variety and frequently contradictions. Here again, I believe the state authority might properly be exercised and a uniform course of study prepared, subject to such conditions as localities might demand. I believe that many of the courses of study in cities are too detailed and insist too strenuously on special methods and on what a class must accomplish in a given time. Any teacher works better when allowed reasonable freedom, and secures the best results by a method with which he is in full accord and which he is carrying out somewhat in his own way. Too much insistence in a course of study sacrifices the spirit to the letter.

The choice of text-books should be wholly with the superintendent and his teachers. A great number of school books on almost every subject have been published in recent years. Many of them are excellent, and many of them have no excuse for being except that the publishing house feels that it must come into the market with something novel to compete with some other house. But the number of good books is so large that the difficulty is to determine the best. There is, perhaps, no other subject with which boards of education are so likely to meddle as this, and there is none in which their interference is more likely to be mischievous. Tho the board be free from mercenary motives and not too severely pressed by our genial friends the agents, it has not the slightest competency to determine the best school books. Even the superintendent cannot wisely select the best books for his schools without calling to his aid the teachers of special subjects, and especially the teachers of primary grades, who probably comprehend the powers, limitations, and tastes of the little child much better than he is able to do.

#### Superintendent and Teachers.

In order of his highest duties, next to the selection of teachers come his influence over them. Many of them will be inexperienced, fresh from training school. Their knowledge is theoretical. They find in the class-rooms problems of discipline and instruction of which they had never dreamed. Many of their preconceived ideas must be wholly readjusted when confronted by a class of forty or fifty children. They will need his help and instruction in many ways. The smaller the city the greater and more direct this assistance may be. He may not only reach his principals but his teachers, and know pretty accurately the strength and weakness of every one. In meetings of principals he may cover all general administrative features, such as organization, supervision, grading, and promotions. In meetings of the whole corps, principals and teachers together, he may give instruction and suggestions as to methods of discipline and teaching; but this work in general meetings must be of a broad character and cannot go into the details of different grades without incurring danger of becoming wearisome and irksome to many of his auditors.

I conceive that in a meeting where teachers of a single grade only are present, his best work is done; and this meeting ought to take the character of a conference, where the utmost freedom of discussion prevails. The superintendent will there bear the character of one who unites with all in the endeavor to arrive at the truth by comparison of views and general suggestions. He will seek to secure substantial uniformity by bringing out the best from each individual, and molding all diverse opinions into a harmonious whole. In these meetings

he will come to know his teachers intimately, will secure their confidence and will impress himself upon them not as a dictator but as counsellor and guide. They ought to learn from his intercourse with them that he is their sincere friend and working in full accord with them for a common end. He may promote habits of study and research, and induce them to carry on a regular course of reading and investigation, either in the line of general scholarship or bearing in subjects and methods on their particular work. In meetings of whatever character he will make clear his ideals, views, and aspirations, and impart his own enthusiasm to his teachers. Any system of schools cannot rise much above the level of the superintendent, and its progress may be fairly measured by his character, attainments, energy, and skill, and the zeal with which his teachers co-operate in his efforts.

#### Supervisory Work.

He will devote a large proportion of his time to active inspection and supervision of classes. There he will learn directly what strength and weakness each teacher possesses. His visits will relieve the monotony of the teacher's work, and if he come in the proper spirit he will always be welcomed by teachers and pupils alike. His suggestions will almost invariably be well received, and helpful. His criticisms ought not to be constantly destructive. They should be constructive as well. He has no right to complain of a method of instruction or of anything else in a class-room without having something better to offer. He ought not simply to condemn and suggest, but frequently, very frequently, to commend. His teachers care more for his praise than for that of everybody else, and his hearty approval of what he has seen and heard in the class arouses all the cordiality and gratitude of a teacher to whom such words may seldom come unless from him, and who is always liable to be under the fire of adverse criticism from patrons of the school. Intellectual effort is dwarfed by the shadow of disfavor, and flourishes in the warm sunshine of genial approval. I venture to hope that the superintendent in a small city will know what is going on in the classes from observation rather than from reports. That he will therefore have no occasion to burden his teachers with a marking system or to occupy their time making out reports when they ought to be teaching or resting; and that he will know the progress of his classes from personal inspection rather than by the results of stated examinations.

He will know many of the children more or less intimately, and may guide the career of many pupils of the high school who will come to him for advice. His suggestions may induce many girls and boys to continue study and to pursue a college course who would otherwise never do so. In the same connection he may influence the conduct of parents and lead them to make exertions to give their children the benefits of higher education. The smaller the place the more intimate may be his relations to parents and children, and the more powerful the direct influences which he may exert. He must necessarily be the arbiter of misunderstanding and disputes. Controversies between principals and teachers, teachers and children, the school and the home, will all come to him for settlement. They will often demand all his diplomatic skill, partly because he is not called in until all the premises have been laid and a very pretty quarrel prepared before he hears anything about it, and therefore he must correct the mistakes of others before he can restore peace and harmonious relations. He can never go far wrong in these cases if he bases his final decisions on his ideas of absolute justice. There is no reversal of a judgment rendered because it is right and which makes no concession to a temporizing policy.

In a small system of schools the superintendent must of necessity be, to some extent, a man of affairs. He must know intimately all the questions coming before the committee or board of education, and be prepared to advise concerning them. The theory that he should engage only in duties pertaining to the selection of

teachers, instruction, and supervision of schools, is very fine as an academic proposition, but it fails in practice. However well-meaning the board may be, it is composed of men whose thoughts are given to other subjects and who occasionally turn from their regular vocations to discharge their duties as trustees. It is impossible under the circumstances for them to carry the school work continuously without guidance in almost every particular, and the superintendent is the only man in a position and with the knowledge to direct their councils.

One of his most weighty duties in connection with the board will be to properly direct the construction of new buildings or the repair of old ones. The great advance in school-house architecture and construction in recent years has been due largely to the efforts of the superintendent. The local architect usually knows nothing of the special features of school-house construction. The questions of floor space, air supply, ventilation, lighting, seating, are either not known at all or are little understood by him. Hygienic questions of school-house architecture are vital, and the superintendent ought to know them. It is precisely the same with many other subjects. The board is willing and anxious to do the right when this is plainly indicated. It should be cordially confident of the competency of the superintendent, if it is to rely on his advice and sustain his leadership.

If the superintendent is not known outside of the school-house much of the influence he should exert in the community is lost. He ought to be a leader, or at least one of the leaders of thought in his community. His character and attainments should dignify his office and justify confidence in himself. His integrity should be unquestionable. Judicious in his relations with others, he should be fearlessly independent in all things where his decision is final. His career should entitle him to the respect of all right-minded people, and every movement directed toward better conditions for mankind, whether physical, moral, or intellectual, should enlist his sympathy and receive his active support.

*"Humani nihil a me alienum puto."*

#### Good Conduct in School :

What Constitutes it? Should it be Marked on Report Cards?

By SUPT. S. R. SHEAR, White Plains, N. Y.

When the child enters school he is ushered at once into entirely new surroundings; his circle of associates is greatly enlarged; his responsibilities are greatly increased; his life becomes much more complex than it hitherto has been. Previous to entering school, the child has moved simply in the home circle; his association with the outside world has been confined, as a rule, to a few playmates.

We must remember that the home life has not fitted him to take his place with a body of students, to consider the rights of others, to consider his duties and responsibilities, and to properly discharge the obligations which will devolve upon him in his new relations.

It should be borne in mind also that after completing his school life, the child must take his place in society where his circle of associates will again be greatly enlarged, his responsibilities enormously increased; where the complexity of his life will reach its highest limit. He should at that point be a self-respecting, self-controlling, self-supporting and helpful citizen.

#### The Problem in School Discipline.

The school stands between home and society. It should increase the child's regard for home and prepare him for society; it should broaden his view of life; make him more independent; more mindful of his responsibilities; more careful concerning ethical questions; more considerate of the rights of others; and it should at the same time enlarge his conception of God and deepen his love for Him.

In school life we must consider the child's duty to his

\* Paper read before the New York Educational Council, Feb. 27.

associates, to his teacher, and to himself. His conduct should be such that he is true to all these relations and conditions. It might be suggested at this point, that the true disciplinarian never requests the child to do this, or not to do that *because it annoys her*; she rather appeals to the child from his own standpoint and from his relations with his associates; while the child should consider first his associate, then his teacher, and lastly himself. Selfishness must be discouraged in both teachers and pupils, and all should be courteous and considerate, if we are to accomplish the highest good in this preparation for the activities of life.

#### Motive and Domestic Conditions.

In our examination of what constitutes good conduct in school, we should not lose sight of motive. In considering the motive which actuates the child to do or not to do certain things, we must not forget what his previous condition has been. In the home he has had little training in self-sacrifice; he has never been obliged to adapt himself to the rules that must obtain in governing large numbers of children; he has never been taught to any extent the importance of promptness, regularity, application, and system. Some few parents do their best for their children along these lines, but owing to the isolated condition of the child the results are not far reaching even in favorable cases.

On the other hand, a large number of children come from homes of poverty or from haunts where immorality and crime abound; places where promptness, regularity, application, and system are entirely disregarded, and often where the line between right and wrong, if existing at all, is a shadowy affair at best.

We must remember that deceit and falsehood, inherent in the child have been intensified in many homes by practice and by precept. Vulgarity and theft have been forced into the child's life, and he is wholly unconscious of the evil in these things, and of the disastrous results which follow their practice. He has observed that his parents are slow in meeting their financial obligations; they are not prompt in the matter of rising, hence tardiness in school is to him, no misdemeanor.

If, on certain occasions the weather has been bad, or the father not feeling just well, he has not considered it necessary to go as usual to his work; if some trivial matter has intervened the mother has not performed her household duties at just the proper time, hence to him irregularity is a matter of small importance.

His observation of men and women has been that everything should be done as easily as possible, hence application appears in the light of a tyrannical requirement. The management of the home, and the domestic economy have been so absolutely devoid of order, that to him system is entirely unnecessary.

The child has seen the unwelcome visitor greeted with profuse manifestations of joy; he has heard apologies for ordinary events as tho they were the exception rather than the rule; he has seen spurious articles represented as genuine; he has seen adult members of the family deceive each other, at least in trivial affairs; he has heard men and women who profess purity of heart and loftiness of purpose, indulge in language at least questionable, until deceit and falsehood and vulgarity have little terror for him, and cause him little concern.

In view of these conditions, and I believe to have simply stated facts, we must not be discouraged if we find the soil somewhat grown over with tares and thistles, and not altogether fertile, for the lofty conceptions, the holy ideals, and the noble purposes which we would inculcate into the lives of the children under our care. We must not forget again the relation of the physical to the mental and spiritual. Improper nourishment, insufficient clothing, lack of sleep, vicious practices, and a thousand other causes due to heredity or environment are working against the children and against the ideal school-room discipline.

#### Good Conduct in School.

Good conduct in the school-room it seems to me, is

such conduct as enables the child to properly perform his duties and consistently discharge his obligation to his associates, his teacher, and himself. In this summary we of course omit the consideration of street conduct which has been treated in a former paper.\*

If the child is true to his associates, to his teacher, and to himself, he will attend strictly to his own business while studying. If he whispers to a fellow student he disturbs not only the one to whom his conversation is addressed, but all those about him; he also distracts the attention of the teacher who is intent upon the performance of some duty; at the same time he weakens his own power of concentration, and he is losing ability to do for himself that which he is perhaps asking the fellow student to do for him. If his communication is with reference to something foreign to the lesson which is being prepared, his mistake is the greater and he is fully conscious of the fact.

When making an oral recitation, for the good of his associates and for his own profit he must stand erect and recite in a distinct and dignified manner.

When a certain act is to be performed by the class in unison, he will obey orders promptly and accurately in order that he may not disturb the system, and that he may, at the same time, acquire the power to do the right thing at the right time and in the right way; his success in life will be measured largely by his ability to do just this.

He will be prompt in attendance, because his tardy entrance attracts the attention of others and disturbs them in the performance of their work. He should be taught that the business man who does not open his store at the usual time loses business; that the professional man who is not in his office during office hours loses clientele; that the laborer who does not respond promptly to the whistle will very soon be out of employment.

School is a preparation for life, and if he learns to be prompt in the performance of his school duties, he will also be prompt in the performance of those duties which come to him in after life.

He will be regular in attendance, because irregularity retards the progress of the class, requires the teacher to do an unnecessary amount of reviewing, and it at the same time fixes upon him a habit which will make success in life an impossibility.

He will respect the property rights of his fellow students, and he will regard the school-room, the school building, and the school property in general as something to be carefully used, sacredly preserved. He will avoid, lewd, vulgar, and profane language, because such conversation cannot be helpful to anyone, and is sure to be absolutely harmful; he cannot fix his mind upon the great facts of science, history, literature, and art if his thoughts are vitiated with that which is low and obscene.

He will be truthful, because only by being truthful can he maintain proper relations with his associates. He will not aid any fellow student in the performance of a duty which the student should perform for himself, nor in the accomplishment of any object surreptitiously, because it will be harmful to the one whom he aids, to the system, and to himself. He will at all times be courteous and considerate in his dealings with those about him. He will be loyal and obedient and courteous to his teacher, for only under these conditions can he stand in right relations to his teacher, and without these she cannot accomplish the highest good for him and for those about him. He will at all times use his influence to secure these conditions on the part of the whole school. In general, good conduct in school should so influence the pupils that later in life instead of being candidates for a charitable institution, they will be accumulating not only for themselves but for those who are dependent upon them directly or indirectly. Instead of calling to their aid the law as a restraining power, they will be able to control themselves, and the law will be simply protective in its relations to them.

(To be continued)

## Methods of Teaching Sight-Singing. I.

By FRANCIS E. HOWARD, Supervisor of Music, Bridgeport, Conn.

I purpose in the present series of articles to examine briefly some phases of public school music study, and more particularly those which are observable in the teaching of sight-singing.

There is an impression, more or less prevalent among educational workers not directly connected with music teaching, and among musicians, that there is considerable work done in school music without definite aim. This does not seem to be the case, however. The idea is general, that school music study should tend to make the individual better fitted to enjoy life rationally than he would be without it, and to become a more efficient factor in the social life of his time, as well as better citizen.

There is also a prevalent notion that great diversity of methods obtain among supervisors, but this does not seem to be true. There is, on the contrary, general unanimity of opinion upon the educational principles upon which methods should be based, and almost equal agreement regarding the application of these principles.

There is, of course, variety of detail in the methods followed by different supervisors, but these are of minor importance. The general plans of all the different systems, that is series of text-books, are very much alike in their processes of teaching songs, theory, and sight-singing.

### Brief Review of Methods.

Our pioneer teacher of music in public schools was Dr. Lowell Mason. He had familiarized himself with the music work in Germany and other countries, and above all had become deeply imbued with the spirit and teachings of Pestalozzi. In his application of the great reformer's principles, he started school music study along certain lines which it has followed ever since. Dr. Mason's "golden rule," as I have heard it called, for elementary music teaching was, "The thing before the sign and one thing at a time," and in all methods to-day, this principle is fairly well followed. "The thing," i. e., musical tones in a melodic series, or in scales, are faithfully practiced that pupils may hold or picture these tones as distinct "mental objects," before they are introduced to notation which is the "sign of the thing."

Teaching "one thing at a time" has found its application in the study of melody and rhythm as separate elements. It is probable, however, that Dr. Mason and his successors have been influenced in this and many other particulars by the practices of the schools of Germany. In the time of Pestalozzi, Nageli, a well-known Swiss composer, undertook to formulate the principles upon which music study should be based in order to become a popular branch of public instruction. This, he reasoned, could be done by reducing it like other sciences to its elements, and then after studying these elements separately, combine them in a progressive manner. Time, melody, and force were the three points to which special attention was given.

These three elements are treated in almost exactly the same manner to-day in Germany, as reference to reports on music study show. I quote from a recent one: "But whatever song is taken up it is first the melodic, then the rhythmic, and lastly, the dynamic element which must be considered. In other words, first the melody is taught, then the proper time, and lastly the expression by means of variations in the volume of tone."

The meaning which the German attaches to the term reading music may be gathered from the following: "A second and higher step in the singing lesson is singing from notes. The pupil is introduced into the laws and symbols of the art of music. A song which he has learned by note is analyzed into its elements, and the elements thus obtained are reduced to the scale, sharps and flats are introduced and the various keys developed," and again—"Exercises in reading music should be a part of every singing lesson all thru the course."

I wish particularly to call attention to the fact that it is "reading notes," not sight-reading or sight-singing of notes, which the German system contemplates. The pupil plods methodically thru the notes and learns them, or, in other words, memorizes them by dint of study and repetition, as he would memorize a melody sung or played to him. The latter we call a rote process, and the former learning thru the symbols, or a reading process.

### The Sight-Singing Idea.

There has, however, grown up an idea in this country, that it is possible to sing at sight from notes, as we read words at sight, if the educational principles which apply to the subject are properly applied in the way of methods, and if suitable material in the shape of exercises and songs is provided. The shibboleth then of nearly every series of text-books that has appeared during the last decade has been sight-singing. While the German schools treat *technique* as a means, strictly, thru which music may exercise an ennobling influence upon the lives of the pupils, we consider, or at least a large proportion of our supervisors hold, that the mastery of *technique* is an aim—not the only or the chief aim, but one possible of accomplishment, and if so, it follows that the pupil is thus given the key with which he can unlock the treasures of musical literature, as a mastery of the symbols of his mother tongue opens up to him the literature of the English language.

We may then say that the ultimate object and purpose of music study is to promote the aesthetic and emotional growth of children, and so to use and direct their minds that they may, in general, acquire within the sphere which music can influence, correct modes of thinking and power to control action toward desirable ends, while the proximate aim of note study, with us, is that pupils may develop the knowledge and power necessary to think music at sight, and to sing it correctly as the result of independent thought.

### Objective Methods in Music.

It has already been pointed out that an early attempt was made to apply objective methods of teaching to vocal music. The child, however, in observing things which he can see, touch, taste or smell, can distinguish both the things themselves and their relations more readily than he can sounds which appeal to the auditory sense alone.

The object to be perceived or imagined in consciousness is not so obvious in music as in arithmetic and other studies. Even in language, in which category music belongs, words are associated with objects as trees, houses, animals, people, etc., or they call up actions which the mind can picture, as walking, jumping, or playing.

At length Mr. H. E. Holt, of Boston, formulated certain ideas and theories which may be stated in substance as follows:

First, the major scale is to be taken as a whole, "A unit of measurement" and after this the several sounds of the scale are to be taught in every possible relation to each other, or, stated abstractly: "First the whole, then the parts, and then the parts in relation to the whole." The major scale as a whole, then, and all the intervals which its tones yield in combination, were to be conceived as "mental objects" to be "named to the ear," and to be held in the mind of the child as distinctly as he holds the images perceived by the sense of sight, as blocks, either singly or in varying combinations.

In applying these principles there has grown up a highly elaborated system of scale drill both in forms that appeal to the ear alone, and in those that train the ear thru the sense of sight.

The next step is to represent to the eye in music symbols those tones and intervals which have been taught to the ear, and then the child is fairly started on the sight-singing road.

In this preliminary work the child has not learned

anything about tones, except their relation to each other in pitch. The rhythmical order in which they succeed each other in melodies, presents another element which as before stated, is usually treated separately.

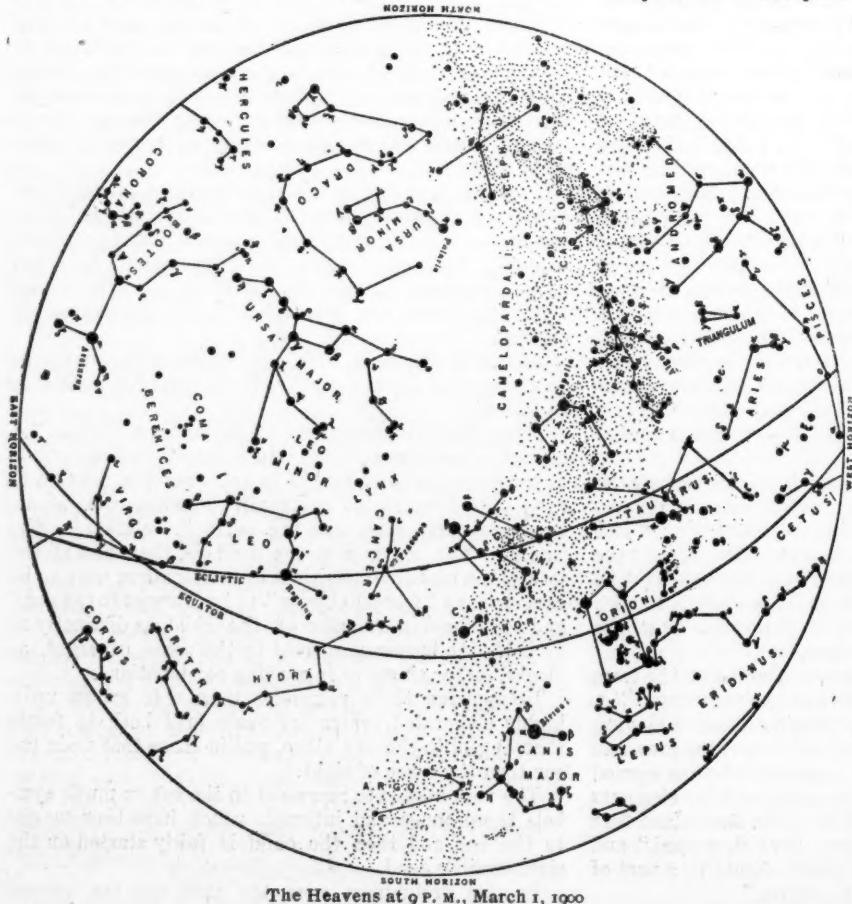
Time names as *ta*, *te*, etc., were at an early date incorporated to quite an extent into our system of music instruction. This plan consists in reciting the time values of the notes of any given melody in the same rhythmical order that they would be played or sung. The child is thus trained in a process of thought which he can unite to the other process developed in scale and interval drill and produce as a result a translation of music symbols into song.

The foregoing is merely descriptive of prevalent ideas and teachings in school music. It may be absurd to call the major scale a "writ of measurement," but the phrase is quoted. Many may consider the term "mental objects" as applied to a shorter or longer succession of memorized tones, or tone relationships, very infelicitous to say the least, but it is a term in very general use. Perhaps the generally accepted educational creed of school music teachers is pretty narrow, and it is possible that we are repeating certain doctrines because they are respectably old, and from force of habit.

### The Heavens for March.

By MARY PROCTOR, New York.

During the month of March the Great Dipper is still towards the northeast, but is rapidly approaching the point overhead, the Pointers indicating the Pole Star being in its usual position, midway between the northern horizon and the zenith. The upper part of Cygnus is now all that can be seen of this constellation, almost due north on the horizon. Further to the left and well above the horizon are Cepheus and Cassiopeia, while Andromeda is now approaching the northwestern horizon. Near Andromeda is her gallant rescuer Perseus, and below Perseus is Aries, the zodiacal sign. Between the



The Heavens at 9 P. M., March 1, 1900

point overhead and the western horizon are the constellations Auriga the charioteer, Taurus the bull, and Cetus the whale just disappearing below the horizon. Between the southwestern horizon and the point overhead are the constellations Gemini with its leading brilliants Castor and Pollux, and Orion with its gems Betelgeux, Bellatrix, and Rigel:

Due south is Canis Major, with its glowing star Sirius, while above it is Canis Minor and its leading brilliant Procyon. Midway between the point overhead and the southeastern horizon is Leo, with its silvery-hued Regulus, and Corvus the Crow, which is just rising above the horizon. Virgo has partially risen above the eastern horizon, the cup-shaped group formed by the five stars shown in the map having been named by the Arabian observers, the "Retreat of the Howling Dog." Boötes has now risen entirely above the horizon, Arcturus being a conspicuous object on the right of this constellation. Hercules is gradually rising above the northeastern horizon.

Mercury is in the constellation Pisces, and is remarkably well placed for observation. It can be seen in the west after sunset on March 8, the sun setting at 5 h. 42 m. on that day. Mercury is in perihelion or at its nearest point to the sun on March 3, and reaches its greatest elongation east on March 8. On March 1 it is stationary, reaching its greatest heliacal latitude north. It is inferior conjunction with the sun on March 24, being between us and the sun, so that the dark unilluminated side of the planet is turned in our direction.

Venus is in Pisces and the evening star, setting at 8 h. 59 m. P. M. on March 4, and remaining visible for some time after sunset, since the sun sets at about half past five, until the latter part of the month when it sets at 6 o'clock.

Mars is in Capricornus and is a morning star, rising at 5 h. 40 m. A. M. on March 12, a few moments before sunrise. Mars is therefore not well placed for observation.

Jupiter is in Scorpio and is a morning star, rising on March 18 at 11 h. 54 m. P. M. a few moments before midnight. It can therefore be observed from midnight until sunrise by the astronomer.

Saturn is in Sagittarius and a morning star, rising on March 26 at 1 h. 15 m. A. M. It can only be observed in the wee sma' hours.

Uranus is in Scorpio and a morning star, and with regard to observations the same remarks may be made that were applied to Jupiter.

Neptune is between Taurus and Gemini and well placed for observation with an opera glass, field glass, or for the fortunate owner of a small telescope.

New moon, March 1, 6 h. 25 m. A. M., due east.

First quarter, March 8, 0 h. 34 m., A. M., due west.

Full moon, March 16, 3 h. 12 m., A. M., due west.

Last quarter, March 24, 0 h. 36 m., A. M., due east.

New moon, March 30, 3 h. 30 m., P. M., due west.

The Sun rises on March 1 at 6 h. 20 m., and sets at 5 h. 34 m., the day lasting 11 h. 14 m. The Sun rises on March 31 at 5 h. 29 m., and sets at 6 h. 9 m., the day lasting 12 h. 40 m.

## School Law.

### Recent Legal Decisions.

Compiled by R. D. FISHER.

#### Vaccination.

In an action to test the validity of the compulsory vaccination order made by the local school board of the city of Bluffton, Ind., Judge Vaugh, of the Wells Circuit Court held that the order could not be enforced to the prejudice of pupils who desired to attend school the not vaccinated. An appeal will be taken to the supreme court.

#### Teachers Entitled to Full Pay.

The attorney general for Kansas, on January 16, at Topeka, rendered an opinion to the state superintendent of public instruction, holding that when a public school has been suspended by order of the board of trustees, on account of the presence of a contagious disease in the community teachers are entitled to full pay under their contracts during such suspension.

This is an important decision, for the subject has been a vexed one between teachers and school boards since the establishment of the public school system in the state. Other states have wrestled with it and the authority is not altogether harmonious on the subject but generally favor the claims of the teacher.

#### Mandamus—County Treasurer—School Money.

The Indiana supreme court, in the case of *Wood vs. The State*, recently decided that a county has no such interest in school funds belonging to a city held by its treasurer, as to make it a necessary party to an action for a mandamus to compel him to pay them over. Where a demand is properly made on a county treasurer for the performance of an official duty, and suit begun, such demand is sufficient as against one who succeeds him in office while the suit is pending. But a school city is not entitled to a writ of mandate commanding the county treasurer to pay over certain moneys belonging to it, in the absence of affirmative evidence that the money liable to be paid over was still in the treasury when a demand for payment was made. In other words if the present treasurer's predecessor took the money out of the treasury and appropriated it to his own use, the present treasurer could not be compelled to pay out other money belonging to other funds to cover the amount claimed due.

#### Depositing School Funds.

The Common Pleas Court of Ohio, in the case of *Board of Education of School District of Cincinnati vs. Eshby*, has decided that the treasurer (Eshby) of Cincinnati, who is by law custodian of its school funds, and serves for a fixed salary, which cannot be increased, when he deposits money coming into his hands, does so as an agent of the government, and not as an individual; the deposit being in legal contemplation, one made by the public. (6 Ohio N. P. 117.)

#### Ruling on Compulsory School Law.

Judge Watson of the circuit court of Vredenburg County, Ind., at Evansville, has rendered a decision holding that as soon as a child reached the age of fourteen years it is beyond the operations of the compulsory educational law. School authorities have held that, under the provisions of the law as amended in 1899, school attendance was compulsory after the fourteenth birthday and until the fifteenth. The decision was given in a test case, and may be carried to the supreme court.

#### Other Legal News.

##### Against Cigarettes.

An anti-tobacco law has been passed by the legislature of Minnesota almost unanimously. It makes the boy who uses tobacco in a public place liable to prosecution. The old law on the subject concerned only the vendor; it was an offense to sell tobacco to a minor. Such a law was very hard to enforce. Henceforth the minor becomes a party to any violation.

##### School Trustee Law Unconstitutional.

The supreme court of Texas has handed down a decision holding that the School Trustee law, regulating the election of school trustees, is unconstitutional. The decision grew out of the

case of *W. H. Kimbrough vs. W. W. Barnett*, on certified questions from Harris county. The law was passed by the Twenty-sixth Legislature on March 30, 1899. According to the decision Barnett who was duly elected superintendent of the public schools at Houston by the mayor and board of aldermen of Houston, is entitled to the position and not Kimbrough, who was elected by the school trustees under the new enactment.

#### A Case Non-Suited.

The late case of *Bernard Maurice against Robert E. Thompson*, principal of the Central high school, Philadelphia, resulted in the court's entering a non-suit. Prof. Maurice, who was a teacher of French and who had been dismissed from his position on July 11, 1899, brought suit against Dr. Thompson for \$20,000 damages, alleging that the defendant had crowded the room assigned to the defendant with pupils far beyond its capacity with the evident intention of producing a disorder which, should give a color to a charge of weak discipline. The defendant actually did complain to the board of education that the plaintiff was unable to maintain order in his class, that his defects were irremediable, and that he also lacked pedagogical skill. As a result of these complaints, which the plaintiff alleged were unfounded and false, Prof. Maurice was dismissed from the school. The defense contended that the dismissal was justifiable and secured an immediate decision of non-suit.

#### A Religious Question.

Carl S. Bitner has been a prisoner in the Morrisania, New York city, police court, because he persisted in refusing to send his boy Carl, twelve years old, to the public schools.

The boy recently attended public school No. 62. His teacher gave as a dictation exercise the extract from Longfellow:

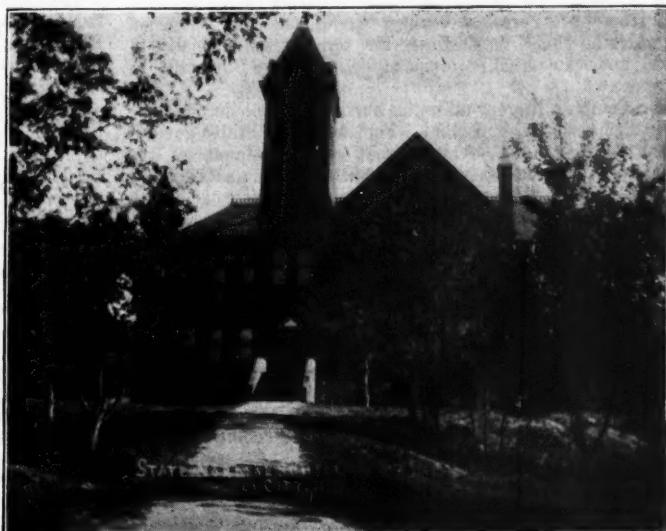
"Let us do our work well, both the unseen and the seen;  
make the house where God may dwell beautiful, entire and clean."

Young Bitner left out the word "God," saying that his father had forbidden him ever to utter or write the word. The teacher sent him home.

In court Bitner stated that this was the third time he had removed one of his children from the schools because the teachers insisted upon religious teachings. He said that he was an atheist and did not wish any "nonsensical ideas" inculcated in his children. Magistrate Duley dismissed the case upon condition that Bitner should allow the boy to return to school.

#### Conduct of Pupils.

Some time ago the question was asked by a New Jersey teacher whether in that state teachers are responsible for the conduct of pupils on their way to and from school. The matter was referred to the state superintendent, who replied as follows: The school law of New Jersey provides that "Every teacher shall have power to hold every pupil accountable in school, for any disorderly conduct on the way to or from school, or on the play grounds of the school or during recess. The control of pupils on their way to and from school is frequently exercised in this state and, so far as I know, the right has never been questioned. It has never, however, received a legal construction from the courts.



Normal School Building, Valley City, North Dakota. See Note on page 250.

## Our Text-Book Makers.

John Merle Coulter.

No other man in America has done so much as Dr. Coulter, of the University of Chicago, to make the study of botany fascinating. He has the gift of being clear and entertaining without being unscientific. He is the most eloquent living advocate of the modern conception of botany as a study of life relations.

The facts of Dr. Coulter's career are as follows: He was born in 1851 in Ningpo, China, being the child of Presbyterian missionaries. His parents did not remain long in the Celestial empire but returned in 1855 to Hanover, Ind., where Dr. Coulter's boyhood and youth were passed and where he received his academic education, taking his A. B. degree from Hanover college in 1870.



Then followed two years of teaching at Logansport, Ind. In this *interim* the love of science was growing stronger and stronger. It ended in young Coulter's securing a position as botanist of the United States Geological and Geographical Survey. That was the beginning of his active scientific career. It gave magnificent opportunities for scientific study. Under Dr. Hayden the young man spent two years in an exhaustive

study of the flora and fauna of the Yellowstone National park and the Colorado mountain region. He published in 1873, in conjunction with Prof. T. C. Porter, of Lafayette college, "The Synoptical Flora of Colorado."

It has been the experience of most scientific men that, while the government affords an admirable apprenticeship in science, it is imprudent to remain too long in government employ. Dr. Coulter very wisely retired from the Survey in 1874 and accepted the professorship of natural science in Hanover college—a position which he held for five years, until Wabash college, at Crawfordsville, Ind., called him to the chair of biology. There he remained until 1891.

Meantime he was gaining a national reputation as a writer upon scientific subjects. Besides magazine articles, he published in 1885, "The Manual of Rocky Mountain Botany" (The American Book Company); in 1889, in conjunction with J. C. Arthur and C. R. Barnes, "A Handbook of Plant Dissection" (Henry Holt & Company); in 1888, in conjunction with Dr. Sereno Watson, the sixth edition of "Gray's Manual" (The American Book Company). In 1875 he founded the *Botanical Gazette*, a monthly journal, which has become the leading botanical periodical of America and is now one of the publications of the University of Chicago.

The work Dr. Coulter was doing attracted widespread attention and caused a number of institutions to make an effort to secure his services. He held the presidency of the University of Indiana during the years 1891-3. Then he accepted a call from Lake Forest university, near Chicago, an institution of which he guided the destinies for three years. Finally, in 1896, he became head professor of botany in the University of Chicago.

Dr. Coulter's literary activities during the last decade have been numerous and important. For the United States government he has brought out two treatises, "The Manual of the Botany of Western Texas," and "Revision of the Cactaceæ."

In "Gray's Synoptical Flora" he made a revision of "North American Hypericaceæ." Together with Dr. J. N. Rose, he brought out in the Washington Academy of Science contributions, "The Umbelliferae of Mexico and Central America." His latest books, "Plant Relations" and "Plant Structures," are published by D. Appleton & Company. It is not too much to say that they are epoch-making works. They are being adopted into the schools wherever botany is taught and they are being absorbed by thousands of lay readers who do not care to master all the abstruse terminology of botany but who do wish to understand the evolutionary processes by which existing floral forms come into existence and the conditions under which such forms maintain their places.

It is almost needless to say that Dr. Coulter is a member of numerous scientific societies in the United States and Europe. He was elected president of the Indiana Academy of Sciences in 1888. In 1871 he became president of the biological sec-

tion of the American Association for the Advancement of Science. He was in 1896 made president of the Botanical Society of America.

## Educational Trade Field.

Mr. H. D. Newson, for many years in the educational department of Harper Brothers, has become connected with the publishing house of Silver, Burdett & Company. Mr. Newson is very popular with teachers and school officers, and cannot fail to meet with success in the educational field.

Ainsworth & Company, Chicago, report that they find every encouragement to continue the publication of new editions in their series of English readings for high schools. Their edition of *Four Great Classics* has been adopted by the State Reading Circle of Montana.

Mr. Charles Welsh, author of "Publishing a Book," which was reviewed in our columns on February 24, has just brought out in pamphlet form his very interesting study of "English History in American Text-Books," originally published in the *Educational Review*.

The extraordinary sale of several novels notably, "Janice Meredith," "David Harum," "Richard Carvel" and "When Knighthood was in Flower," has called renewed attention to the valuable results of the international copyright law. In the days of international piracy large sales of books were almost an impossibility.

The H. B. Clafin Company has completed arrangements to control the sale of all the publications of DeWolfe, Fiske & Company, Boston. These publications include a great number of juvenile works.

Mr. George E. Long, secretary of the Dixon Crucible Company, left Saturday for a visit to Havana, Cuba; and he expects to return in four or five weeks. This is the first long vacation he has taken during his connection of many years with the company.

The friends of Mr. W. W. Lord, Eastern passenger agent of the Pennsylvania railroad, will learn with regret that he is confined to his home by a severe illness.

Prosperity prices are working mischief with the contractors. The company awarded the contract to furnish pencils and pads to the schools of Scranton, Pa., has refused to furnish any more of these supplies unless they receive fifty per cent. more than the contract price. Their reason is the increased cost of materials. As the company is bound by no bonds the city will be constrained to advertise for new bids.

Mr. John A. Walker, vice-president and general manager of the Joseph Dixon Crucible Company, has just returned from his annual trip to the cedar forests controlled by the company in Florida. He reports that the end of the supply of Florida cedar is already in sight. The Dixon pencils are the only ones that are still cased in Florida wood and soon even the Dixon people will have to seek new fields. They will, however, cling to Florida as long as there is any cedar left there.

The Conover Promotion Blank is winning golden opinions from educators. Such men as Dr. G. Stanley Hall, Dr. Edward Brooks, Dr. A. E. Winship, M. V. O'Shea and C. B. Gilbert have commended it heartily.

Forty-three counties of the state of Arkansas have lately adopted books for a term of six years, in accordance with the county uniformity bill enacted last year. The principal publishers submitting books were: The American Book Company; Woodward & Sherman Printing Company; Ginn & Company; Butler, Sheldon & Company; B. F. Johnson & Company; Maynard, Merrill & Company; Standard School Book Company; Rand, McNally & Company; University Publishing Company; J. B. Lippincott Company.

The new Philadelphia branch office of Milton Bradley Company was opened to the public Saturday, February 17. The company's business in Pennsylvania and adjoining states has been increasing to such an extent that an office and salesroom in Philadelphia became a necessity. The company occupy a cozy reception room and office on the first floor front at No. 1235 Arch street, with a stock and shipping room in the rear. Mr. L. L. Naramore, traveling representative, is manager. Mr. E. L. Pease from the home office in Springfield has direct charge of the office work. The work put out by this firm is excellent in every particular and it is gratifying to know that success so well deserved is theirs.

## School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

### Education by Correspondence.

It has for some time been the intention of THE SCHOOL JOURNAL to call especial attention to the remarkable growth in this country of schools of correspondence. When such institutions began to spring up a few years ago, they encountered among many practical schoolmen no little skepticism. The common belief was that those in charge of them were blind leaders of the blind and that a year or so would see the whole fallacy exploded.

As a matter of fact the correspondence schools have grown with surprising rapidity. They are doing a work of great educational value. It is the intention in this place to call attention first to the fact that experience has tested the value of the work of such schools and secondly to the opportunities they offer to teachers, especially to those who are out of the reach of special classes, for intellectual and professional advancement.

The story of the growth of some of these schools reads almost like fiction. A good instance is to be found in the International Correspondence schools, of Scranton, Pa., which were started in 1891 by Mr. Thomas J. Foster, the editor of *The Colliery Engineer*. He began with one pupil; in the nine years since then his school has enrolled 145,000 pupils and is to-day the largest educational institution in the world. In essentially the same class are the United Correspondence schools, of New York, which have in a very short time grown into a great institution. One of the most recent successes in this line is the Central Correspondence college, of Palmyra, Ill., which was established in 1897 by Mr. Scott Etter, then a high school principal. Mr. Etter has enrolled a great number of teachers throughout the middle West, and his institution is only just started. Correspondence schools along special lines are springing up all over the country. A fair example is that which Mr. F. W. Card is conducting in nature study in connection with Rhode Island college, Kingston, R. I. Or again there is the school of English Composition which, under W. H. Hawkins, of Cambridge, Mass., puts within reach of every school teacher of the country such literary criticism as is practiced in the Harvard English department.

It would be easy to enumerate other excellent schools of correspondence. The point to be made, however, is simply that the method of study by correspondence has so far justified itself that any teacher may feel safe in seeking to get education in that way and any principal or superintendent may feel justified in advising his teachers to look into the system. There is certain to be further development along this line during the next few years.

### Opportunities for Study.

The advantages offered by such courses of study to teachers who are somewhat isolated are perfectly obvious. Primarily there is the opportunity for careful professional training, which many teachers, in spite of attendance at institutes, never get. Two at least of these schools mentioned above offer courses in pedagogy; it may be assumed that others will offer similar courses if there appears to be a demand for them. The method employed in the correspondence schools ought to be of especial value in pedagogy. It consists in slow mastery of paper after paper. No lesson is passed by until it appears to have been thoroughly learned. Many teachers would get their psychology and principles of education much better under such a method than from lecture courses, in which a great deal is necessarily taken for granted. One of the crying needs in education today is for more definite knowledge among teachers of the fundamentals of their profession. If every teacher were well drilled in the elements of pedagogy the inspirational value of educational literature and educational journals would be greatly enhanced. It is the especial advantage of the correspondence method that it insists upon accuracy of knowledge. Indeed, these schools would not successfully compete with popular literature if they stood for anything else than thoroughness.

Aside from the training they can give in professional pedagogy, the correspondence schools can give a good deal of training along other profitable lines. Half the secret of success in teaching lies in retaining the habits of the student. No teacher knows enough. He ought to study, in addition to the literature of his profession, some one thing that he is greatly interested in. When it is not convenient to attend

regular evening or Saturday classes, the teacher will sometimes find that one of the correspondence schools has laid out just such a course as he needs. These schools are especially strong along the lines of manual work and draughtsmanship—the very subjects that in many sections of the country are not yet properly provided for in the schools.

A special word ought to be said in favor of the teaching of English by mail. Any language may so be taught. Indeed Pres. Harper of Chicago university, in justifying the establishment by the university of a correspondence department, says that "along linguistic lines the work done by correspondence is even better than that done in the classroom . . . The correspondence student does all the work himself; he does it in writing and in the learning of a language, nothing can take the place of writing. He does twenty times as much reciting as he would do in a class of twenty people; he solves the difficulties himself, and the results stay by him." If all this is true of foreign languages, it is doubly true of English. Constant practice in writing is the secret of literary power, and not every teacher can aspire to write like a professional author. Yet it ought to be a matter of pride with every teacher to be able to express himself simply and forcibly. Now it is even whispered that there are teachers in the public schools of our large cities who cannot spell and punctuate; who know nothing of *topic sentences* and *paragraph transitions*. An English instructor who has an extension class of New York school teachers says that several have come to him and asked: "How is it that we never had anything of this sort before? We were never taught anything like this at the normal schools. It is elementary, but we knew nothing of it." Teachers who have not had good training in English, and who cannot get it in classes, certainly may with profit consider the correspondence plan. No subject lends itself better to the correspondence method. Except for the lectures, which can just as well be read in the professor's book, the composition courses at Harvard are practically correspondence courses. The student writes a theme and drops it into a box. Presently it comes back for re-writing, covered with suggestions in red ink. The student might just as well be in Cuba or California as in Cambridge.

Art, too, has possibilities along this line. Mechanical drawing is very successfully taught in these schools. In some of them valuable criticism upon freehand drawing is given. There is indeed one very successful school of illustration in Chicago which takes pupils by correspondence. While no one can be taught to draw by mail, anyone who has learned to draw a little can be taught points about the technique of illustration, about the requirements of reproduction, etc. The booklet called *Newspaper Pictures*, and illustrated by Mr. F. Holme, gives a good idea of the possibilities in this direction.

### For Educational Misfits.

A distinct service is rendered by correspondence schools to the cause of education thru the facilities which they furnish for securing a change of occupation for those teachers who are ill-matched with their calling. No profession is so full as teaching of the people who were never intended to be there. Once in, it is hard to get out. Such teachers know that they would be better contented in another vocation, but too often they cannot break away for a year or two of study, followed by a struggle for standing in the new occupation. The schools of correspondence make it possible for the teacher to utilize the odd moments. While still teaching, the dissatisfied teacher can be getting a start toward something more congenial. Often it happens that the person who is a poor drudge in the school-room will be a master workman in the shop. The courses in correspondence set strongly toward the industrial and manual pursuits. They have also possibilities, of course, in many other directions. Newspaper methods are very successfully explained by one of the schools. Architecture can be started under this plan. In fact the elements of most studies can be properly imported by correspondence.

The great educational service, of course, that the correspondence schools are rendering, is that they give people in the country and in the less intellectual cities opportunities for a wider culture and a more exact training than they could otherwise obtain. They offer much more than Chautauqua courses or reading circles because they give special as well as general training. They are not taking the place of the technical and professional schools, but they are doing much to supplement the work of these. Thru them thousands of workers all over the country are preparing themselves to do better work in the callings in which they are engaged or to go into new callings with something of practical training.

As a means of preparation for special examinations like those of the United States Civil Service Commission the method of correspondence is peculiarly useful.

## Maps and Map Making.

The progress of events is rapidly changing the map of the world. The United States has expanded. There is bound to be a grand readjustment in South Africa shortly after the termination of the present Anglo-Boer war. China, and indeed, the whole Orient, will soon become a dependency of Europe. Amid such shifting conditions it is hard for the publishers, and harder still for teachers to keep up with current history.

The effort, however, has to be made. It is an educational crime to teach children things that are not right. So far as it can be done without incurring inordinate expense, the schools ought to keep their political geography up to date.

To make this possible, the standard school geographies are constantly being revised. There is also much to be accomplished thru the use of wall maps and inexpensive atlases. Every progressive teacher ought to know about the Rand-McNally Geographical Series, which is published weekly and which gives special maps of localities about which contemporary interest is centered. The yearly subscription price is low enough to place the series within the reach of school libraries and school magazine clubs.

A good example of the series is the "Atlas of Two Wars" which the firm has recently brought out. In it are printed maps of the Philippines, with complete descriptive account and, in still greater elaboration, the South African republics with pictures, historical information, and statistics. The value of such a publication at this time is self-evident.

Some of the new Rand-McNally wall maps are also of great contemporary interest. Among others is a hydrographic map of the Pacific ocean with its fringe of surrounding lands. Nothing could be better for giving children a clear idea of directions and distances. This map illustrates vividly what Mr. Brooks Adams means when he says that within a century the United States will have faced completely about and instead of looking to Europe, will form a great empire encircling the Pacific ocean. We are prone now to think of China and Japan as being the far East. As a matter of fact they are shown on this map, the far West.

Regarding this particular map it may be interesting to those who like to look at the practical side of things to state that the cost of engraving it was over \$3,000. There were, of course, other items of expense, but this is one of the heaviest. To engrave a map sixty-six inches by forty-four upon a single copper plate is an undertaking of some pith and moment.

Only in the United States are maps of this size so engraved. If you examine any of the large wall maps made in Germany you will see that they differ from the American maps in two particulars. They are printed in water color, from stone; that is to say, they are lithographs. They are also printed in sections. A map of the size mentioned above will ordinarily consist of eight sections mounted upon cloth or stout paper.

The advantage of the American map is obvious. The sections of the German map are pasted by hand, and not infrequently pasted badly. The parallels of latitude and longitude do not always connect. Rivers seem sometimes to end abruptly. Then, too, the map-makers often paste side by side sections that were not printed at the same time. The older sheets have faded with exposure, and the map in consequence shows differences in coloration where no such differences were intended. Such errors of the map-maker are very perplexing and irritating to the student.

The American map, printed from a single plate, is, in mechanical construction, superior to anything produced abroad. Indeed Rand, McNally & Company, have worked up a large foreign business. They have good sales in England and in Germany, the native land of modern maps. Only recently they have begun to invade the Orient. They have lately filled a large order for the kingdom of Siam.

## A Talk With Mr. Morse.

Not only the map-makers but all the text-book publishers who bring out geographies and geographical readers are alive to the new interest in out-of-the-way parts of the globe. This is an age of expansion. The imagination is every day fired with tales of exploration and conquest in new realms.

The series of geographical readers "Around the World," which the Morse Company, 96 Fifth avenue, New York, is bringing out illustrates very well the tendency in geography teaching to appeal to the imagination. Mr. Morse himself speaks eloquently of their good qualities and with a touch of pardonable pride at being their publisher.

"The point of view of these books is," he says, "sociological. The authors depend upon the well known fact that children are especially caught by the habits and customs of a strange people. The points of difference are what appeal to them. They love the primitive and unusual."

"Now it is at this time especially important that our young people should become well acquainted with the sociology of the barbaric races. We are coming into increasingly close relations with 'the sad and sullen peoples' of the globe. Our success in dealing with them will be in large measure conditioned by our understanding of them. The culture epoch theory has always been advanced as a justification of the attention paid in the schools to primitive society. This justification will be strengthened by the position in which we now find ourselves. Our children must be trained to the largest possible comprehension of society.

"You will notice that this little series, which Mr. Carroll, of Worcester, and his daughter are responsible for, exactly carries out this newest idea of geography teaching. Three volumes have already come out; the others are to follow. Besides the general sociological features, special attention has been given in the third volume to our new possessions. You will notice how complete the information about the West Indies is. The description of the manner of living down there is most accurate and satisfactory. The amount of space given to Cuba and the Philippines needs no justification. The children hear the new possessions talked of at home; they read about them in the newspapers. It is only natural that they should be interested.

"In connection with these books on aboriginal subjects, I am getting out some illustrations for Miss Pratt's new book which are in accordance with an interesting principle. You know that text-book illustrations are not in all cases suited to the child's ideas of artistic expression. Indeed about two-thirds of the pictures are drawn by adults who have never given to child-study the slightest thought. They simply draw for children as they would draw for grown up people.

"In two or three books, to my knowledge, there has been an attempt to obviate this difficulty by reproducing children's drawings. This plan has not worked well. Children's pictures are, of course, mere suggestions and, while educationally interesting, are too crude to serve as serious illustrations.

"In this little book the drawings have been produced by a competent illustrator who has made a careful preliminary study of a great mass of children's pictures depicting scenes from the same Indian stories. Some fifty children in an Illinois school illustrated the story with their crude sketches. When a considerable number of children have, in depicting a given scene, hit upon essentially the same compositional motive, the illustrator has always selected that as the basis for his own composition. Where the motives have been varied with no one predominating some one of the most striking has been selected. In this way we believe than a drawing will be produced which is more likely to appeal to the child than the ordinary picture based upon an adult's ideas.

"In this, as in everything else in the text-book line, the great problem is to get the child's point of view. We publishers need lessons in child study quite as sadly as the teachers themselves."

## A New Geography Periodical.

George F. Cram, the Chicago map publisher, has started a magazine which will be called *Cram's Magazine*. It will be devoted to history, geography, and current topics. The editors are Israel Smith Clare and Dr. Eugene Murray-Aaron.

## Useful Arts and Handicrafts.

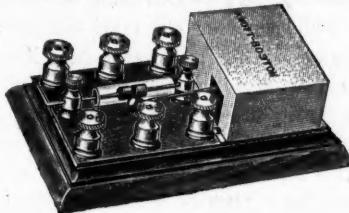
Of very great value to teachers of art and manual training will be the series of monographs devoted to useful arts and handicrafts, published by the Photo-Beacon Company, Chicago. This series was planned by Mr. Charles Godfrey Leland, founder of the Public Industrial Art school of Philadelphia, and was intended for publication in one large volume to be called "One Hundred Minor Arts." The publishers have thought, however, that the widest publicity will be obtained by issuing them in the form of a series of small handbooks.

This breaking of the work into separate sections has made it easier to add to the matter supplied by the original author, and to include many extra illustrations, designs, etc. It has provided for the introduction of a few additional treatises, such as "Soldering, Brazing, and Joining of Metals," "Dyes, Stains, Inks, Lacquers, Varnishes and Polishes," and others which will be added from time to time, and which will be the subjects of constant reference from the other books. It also leaves the series elastic for the introduction of other kindred subjects.

Some twenty numbers of the series are now ready. They include such subjects as Wood-carving, Gauge-work, Poker-Work or Pyrography, Gilding and Gold-paint making, Soldering and Brazing, Etching and Metals. The series is a valuable encyclopedia of the minor arts and handicrafts. No manual training department can afford to be without it.

### Practical Wireless Telegraphy.

The instrument shown in the cut is one of the latest devices putting into practical operation the principle of wireless telegraphy. The instrument is composed of a coherer and decomposer, mounted on one base. It has been tested thru a distance of 400 feet. Complete directions for connections and adjustment are furnished with each instrument. Students interested in the subject are advised to read Fohies' "The History of Wireless Telegraphy" and Kerr's "Wireless Telegraphy." The apparatus is manufactured by the L. E. Knott Apparatus Company, Boston.



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### A Simple Gas Generator.

The accompanying sketch illustrates a very simple and inexpensive gas generator. It is the design of Prof. Charles E. Wait, of the department of chemistry at the University of Tennessee.

It consists of five parts, viz: 1. An outer cylindrical glass jar holding about 10 liters of the acid liquid, when ready for use; its height is 37 centimeters, and diameter 22 centimeters.

2. A gas reservoir consisting of a bell jar, with glass stop cock, securely fastened to a heavy top. The height of the bell jar is 22 centimeters, its diameter 12 centimeters.

3. A large glass cup, 17 centimeters in height and 9.5 centimeters in diameter. It holds 2.5 kilograms of calcium carbonate.

4. A hollow porcelain base upon which rests the glass cup containing the solid.

The outer vessel holding the acid liquid consists of a large battery jar. The gas holder is a bell jar made by cutting off the bottom of a bottle. This jar is securely fastened by the



neck to a heavily loaded wooden top, which keeps the gas jar submerged even when filled with gas. A stopper is securely fastened into the neck of the jar, and as it is not to be removed it is made absolutely gas tight by means of an asphalt cement. A tube with glass stopcock passes thru this stopper.

The cylindrical glass vessel holding the solid is perforated around the bottom to allow the acid to pass in and dissolve the solid. This glass vessel rests upon a porcelain base which rests on the bottom of the large jar.

The efficiency of the generator is no doubt enhanced by the fact that the solid is placed some distance above the bottom of the generator and hence above the spent or exhausted acid liquid. The great capacity and the ease with which it may be taken apart, emptied and refilled in connection with its nominal cost make it a very suitable generator for general laboratory use.

### For Wall and Ceiling Decoration.

A large number of school-rooms in Chicago have been tinted with *muresco*, a preparation manufactured by Benjamin Moore & Company, New York and Chicago. What is claimed for *muresco* is briefly this: It is a dry, powdered preparation ready for use with the addition of boiling water. It covers a surface well and does a better job with one coat than ordinary kalsomine with two. It takes more water, pound for pound, than any other wall finish on the market. It can be mixed and allowed to stand in warm weather without fear of its spoiling. It can be used on new lime walls and ceilings and on soft porous plaster. It does not rub off, crack, or peel but makes a permanently hard surface.

*Muresco* comes in fourteen tints which are shown in a handsome booklet.

### The Alphabet Drill.

An excellent feature for a school entertainment is the "Alphabet Drill, a series of march movements with musical accom-

paniment by Mr. A. Alexander, author of "Modern Gymnastic Exercises." It provides for the formation of the letters of the alphabet and for the spelling of words, by many columns of children. The evolutions, as explained by the author, are in reality very simple. The only apparatus required is a small bell attached to elastic for passing over the hand.

This alphabet drill is only one of a series by the same author. In England they have become very popular; in this country they deserve to be equally well known. They are published by George Philip & Son, 32 Fleet street, London.

### Vacation Tours.

It is hardly possible to estimate the number of teachers and school officials who will go abroad this coming summer. How profitable such a trip is has become a matter of common note. The teacher brings back from classic scenes an enthusiasm which lightens the whole burden of the coming year's work. Nor is the expense now-a-days a matter of great moment. It is hardly more expensive to pass a summer in the Alps than in the Adirondacks. It is not an expensive matter to visit in comfort in a single summer all the lands reached by Ulysses in his perilous journeyings of twenty years.

Most people who go abroad will find it convenient and economical to join a personally conducted tour. The Bartlett Tours Company, of Philadelphia, under the able presidency of Mr. Edward C. Dixon, is issuing a very attractive prospectus of foreign tours. This firm has booked a great many educational people.

Another series of European trips that possess elements of great attractiveness are the Crawford Art Educational Tours. These are conducted by Prof. Walter S. Goodnough, director of art instruction in the borough of Brooklyn. Prof. Goodnough is so distinguished an art critic that it is safe to say that such tour will be in itself a liberal education.

The tours include visits to all the famous museums of Europe and to the Paris exposition. The cost has been carefully studied so as to bring the advantages within the reach of persons of moderate incomes. All correspondence relating to these tours should be addressed to Walter S. Goodnough, 1267a, Lewis avenue, Brooklyn, N. Y.

### Getting School Pianos in Philadelphia.

*The Philadelphia Teacher* has been comparing the method of supplying New York schools with pianos, as outlined in THE SCHOOL JOURNAL of Oct. 7, with the Philadelphia plan. The methods employed in the Quaker City are as follows:

1. *Penny-a-Punch.*—Pupils equipped with cards containing a hundred numbers. Everybody within a mile of the school bothered by scores of children with requests to punch numbers on cards at a cent a punch. The punching diverts attention from the begging.

2. *Entertainment.*—Exists in various forms, ranging from performance of hired company to clipping party. Residents and business men frantic over innumerable and persistent efforts to sell tickets. Time and attention of teachers and pupils diverted from school.

3. *Excursions.*—To Atlantic City, Valley Forge or Washington, generally. Much like entertainment scheme.

4. *Newspaper Contest.*—Months given to collecting coupons to be voted for most popular school. Unqualified success for the newspaper. Effect on schools may be inferred from the prohibition of this scheme by board of public education some time ago.

5. *Private Subscription.*—Sometimes donation of piano by some friend of schools. Sometimes payment on installments by pupils and teachers, with many a subterfuge to avoid violating rule of board of public education. Sometimes begging pure and simple.

Surely this is unworthy of a great city.

The Werner School Book Company has just published its series of "Rational Writing Books." Owing to the fact that vertical writing has hitherto tended to slowness of movement, the subject of rapidity has received special attention. Rapid vertical penmanship is claimed as a necessary sequence of the use of these books.

*A History of English Literature* which is sure to give a great impetus to the study of that subject in the schools is that which has been written by Prof. F. V. N. Painter and just published by Sibley & Ducker, of Boston and Chicago. Prof. Painter is a most fascinating writer, as a very casual inspection of this book will show. Fine typographical work and excellent illustrations make it one of the most attractive histories of English literature we have yet seen. A longer notice of the volume will be given in a later number of THE JOURNAL.

## The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MARCH 2, 1900.

## The "One Man Power" Meeting.

The question of what has come to be known as "One Man Power" in education was the subject of a most significant and interesting discussion conducted at Central Music Hall, Chicago, on Monday evening, Feb. 26. While the immediate object of the discussion was to set forth the advantages of an intelligent superintendency for the schools of Chicago, as contrasted with the disadvantages of a composite government represented by a body of men and women more or less incompetent to the task of school management, it was nevertheless, a discussion interesting, in its very nature, to every community in the country.

The speakers were Dr. Nicholas Murray Butler, of Columbia; President Benjamin Ide Wheeler, of the University of California, and President Eliot, of Harvard.

Dr. Butler maintained that teachers as a professional body could not be successfully directed by any person or persons who were not themselves professional educators. He said, further, that the corrupt influences of politics could never be overcome so long as the offenses of individuals were concealed by the vote of a majority, whereas the responsible individual, standing alone in the light of publicity, could not conceal either his moral weakness or his professional incompetency.

President Wheeler spoke to the same effect. He declared that school boards were peculiarly susceptible to perverting influences, especially those emanating from publishing concerns; that a large number of men, selected only because of party loyalty, and making no claim to fitness for the right direction of our school system, would always be a hindrance to the perfecting of our schools. The only wise course left to us was the selection of an expert superintendent of sound moral nature and keen sense of responsibility.

President Eliot agreed with Dr. Butler and President Wheeler. He very happily instanced himself as an example of "One Man Power" of thirty years' standing. The right individual in the right place, as against incompetent bodies, he thought to be one of the expressed ideals of democracy, the very life of this depending on the right moral sense of the individual. And this moral sense is wanted, first of all, in our educators. Individual power, he said, could never become despotic for the reason that the will of the individual superintendent was always subject to the corporate will of his associates, principals, and advisors.

The president of the Chicago Civic Federation, Mr. Franklin H. Head, introduced the speakers. The audience was very large, and to judge from the applause, was fully in sympathy with the views set forth.

The speakers all assumed that the superintendent into whose hands vast administrative power should be placed would be an ideal educator with a keen judgment of conditions and persons, and without the slightest of the errors and weaknesses of human beings. This may explain their absolute faith in the efficiency of the plan for whose adoption they argued.

## Changing Places.

The *New Zealand Schoolmaster* prints a suggestion that has at least the claim of novelty upon the consideration of American teachers. If it does not result in a "puss in the corner" game by which some one is always likely to be "it," while some one else takes the corner, the plan may be quite a good thing. However, here it is: "In some countries a teacher desirous of a change of scene and sphere can gratify the longing by negotiating an interchange of position with some other teacher. An arrangement of this kind is found to be highly advantageous. It often enables a man or woman to effect a change conducive to renewed health and vigor. Here in Southland the practice has become recognized; but what is wanted is that a teacher in any district may have facilities for exchanging with a fellow teacher in any other district. One may be very sure that such facilities would prove in many cases a boon of inestimable value. The teacher enervated by a northern climate could then obtain relief by changing spheres with some one, say, in Otago or Southland, who found that the climate of these parts was too rigorous for his or her constitution; and those who were tired of city life would thus have the opportunity of recuperating in the country."

## A Unique Endowment.

Attempts to promote educational progress take different forms in different places. One of the most interesting and unique efforts in this direction is exhibited by the founding of a "School of Pedagogy" in Ashtabula county, Ohio, some twelve years ago, by a rather eccentric character, known as James Christy. This man, who was born in 1806, having no facilities for obtaining an education, borrowed books and studied by himself, finally fitting himself to teach. He won an enviable reputation in school work. Later he gave up teaching and became a land surveyor. In 1867, he removed to Windsor and lived entirely by himself. But his interest in schools did not wane. He was made member of the board of education and gave much of his time to visiting schools. His sympathies went out especially to poor children who were eager to get education.

By industry, economy, and temperance Christy amassed considerable wealth. His wish was to leave his property to a worthy boy whose great ambition was to gain knowledge. But he seems to have been unsuccessful in his search for an heir. "I cannot find any boy who really cares for knowledge," was his constant plaint. Finally he made his will and left his money, amounting to \$30,000, to Ashtabula county to be used for the support of a county institute and the "Christy School of Pedagogy." The sessions of this school are held in the summer, lasting six weeks. The work is under the direction of Supt. J. P. Trent, of Geneva, Ohio, and covers the usual course of study in summer institutes for teachers.

School boards and teachers are, as a rule, opposed to the "one man power" in school administration; the majority of superintendents and their personal friends and supporters, on the other hand, seem to favor giving the largest possible power to the man at the head of the school system. We all of us have considerable confidence in ourselves.

[Editorial Notes continued on page 245.]

## New York City Hall of Education.



The New York board of education is at last adequately housed. The formal acceptance of the new Hall of Education, at Park avenue and Fifty-ninth street, took place on Feb. 22. The new hall occupies a central location on the island of Manhattan. For a large proportion of the teachers and others who have educational interests the vicinity of Fifty-ninth street is easily accessible.

The building itself is a model of office architecture, having commodious rooms, well lighted, and with broad windows. Plenty of space is afforded for the expansion, if need be in coming years, of the various departments, and a general air of comfort prevails. The elevators are thoroly appreciated by those who have for years been accustomed to climb the creaking staircase in the old Grand street building.

The exercises in connection with the dedication were held in the large assembly hall on the second floor—a severe, classic hall, chastely white and guiltless of any meretricious adornment. In the gallery were one hundred children from the public schools, chosen by Dr. Frank Damrosch to preserve the reputation of New York schools for good music.

The pupils sang delightfully—Fairlamb's "Unfurl the Starry Flag;" "Lift Thine Eyes," from Mendelssohn; "Hark, Hark the Lark," by Schubert; Beethoven's "The Heavens Declare," and finally "America," in singing which all the assemblage joined.

## Many Educators Present.

The audience illustrated the remark of one of the speakers, that many people fail to realize that New York has become one of the educational centers of the world. The educators present included many of national reputation. Every seat was occupied and the audience threatened to fill the aisles. Admission was by card only.

On the platform sat the entire board of education with a large delegation of invited guests. Among others was the venerable Andrew H. Green, father of Greater New York, who was president of the board in 1856-7. Another distinguished ex-president was Mr. J. Edward Simmons, who held the office during the years 1886-90.

The ceremony began formally when Hon. R. H. Adams, chairman of the committee on buildings, rose to transfer the new structure to Mr. J. J. Little in his capacity as president of the board of education. It was, said Mr. Adams, a source of deep gratification to the

committee to have completed a twelve years' task. They wished to bestow all possible praise upon the architects, N. Le Brun & Sons; upon the superintendent of school buildings, Mr. C. B. J. Snyder, without whom the building could hardly have been erected; and to the contractors, Thomas Cockerill & Sons, who at great financial hardship to themselves pushed the work to completion within the specified time.

## Mr. Little Receives the Building.

With a few, well-chosen remarks Mr. Little received the building. Turning to Mr. Guggenheim he said: "You, sir, may with especial propriety receive this magnificent structure, since you were a member of that board of education which purchased the site upon which it stands. You were one of those who long ago perceived that the needs of the board would not be satisfied until we should have a suitable hall of education."

"The entire capacity of the old hall in Grand street is about that of one floor in this building. All the departments of the greatest educational system of America are now brought under one roof.

"I need not say that every effort has been made in the past decade to provide suitable accommodations for teachers and pupils. Since 1891 sixty-two beautiful school buildings have been erected and twelve are still in course of construction. These furnish seatings for over 100,000 children. So rapidly is the school population of New York growing that we shall soon have reached the half million mark.

"Fortunate it is that in this era of expansion we have at the head of our building department a young and enthusiastic architect, Mr. C. B. J. Snyder, who has by his creative energy brought the school architecture of New York up to the highest standard ever reached anywhere. Our school buildings are the best constructed and best equipped in the world, and this Hall of Education is their crowning glory."

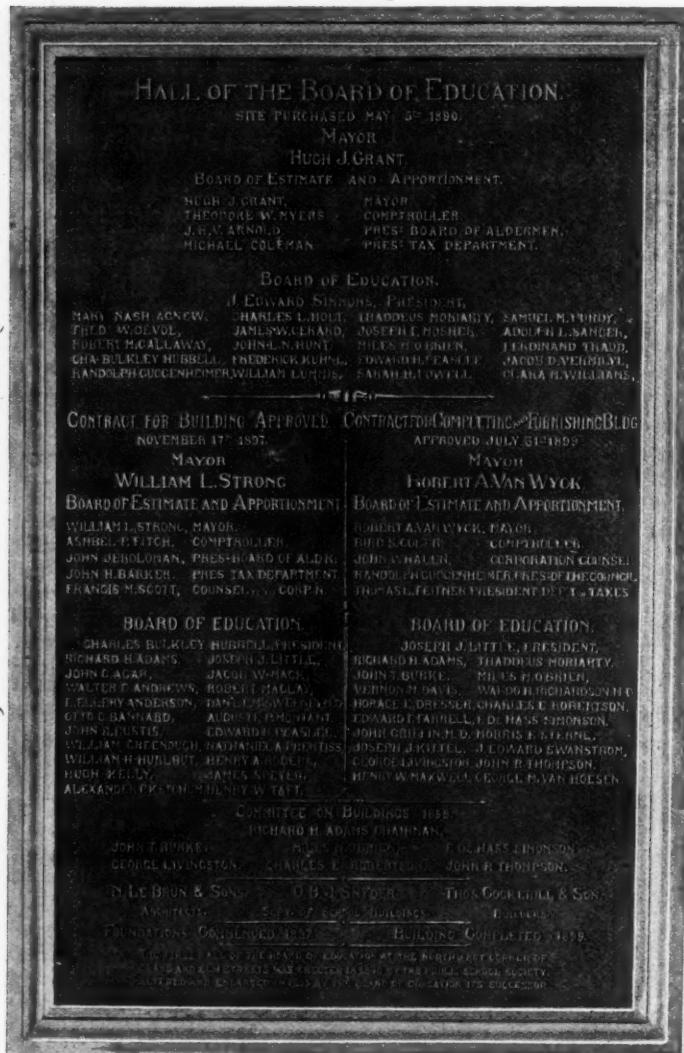
Mr. Randolph Guggenheim, in receiving the building, said that he regarded it as a perpetual token of the dependence of American prosperity upon American intelligence. If our public schools are the most important agents for our civilization, it is no less true that the excellence

of the schools depends quite as much upon their executive management as upon the skill of individual teachers or upon the studies pursued. The department of education, henceforth to be housed in a way that shall



The New Hall of Education.





Tablet in the Hallway of the New Building.

not put New Yorkers to blush, is the most important educational institution in our city.

### Dr. Harris Lauds New York,

In a similar strain of congratulation was the address of Dr. W. T. Harris, United States commissioner of education. "It is," said he, "a privilege for any man to take part in this ceremony and to have this opportunity of congratulating your board upon the work which, during fifty years, has been doing in this most important center of the United States. You represent millions of people whose eyes are constantly fixed upon New York. Whatever you do in educational as in other lines is regarded with attention and appreciation by the whole country.

"This community is the great center of exchange for the continent of North America. Stop exchange and you stop production. All industry presupposes an exchange city. In 1800 the average daily productive capacity of our people was ten cents; to-day it is fifty-two cents. Increase of skill has been less responsible for this than financial and industrial combination. Nothing useful goes to waste where the markets are used rightly. Property becomes wealth thru use. This is the significance of New York in the United States; it is the great exchange city. Naturally, then, whatever you do is widely reported.

"The increase in your school population has kept pace with the marvelous growth of your city. In 1810 the old Free School Society enrolled 500 pupils. To-day you have a thousand times that number. In 1853 your

schools cost \$600,000. Last year the expenditures were over \$12,000,000. May the next fifty years show as great progress in all directions, material and spiritual!"

#### **Words From the State Superintendent.**

State Supt. Charles R. Skinner followed Dr. Harris. He said in part: "It was a happy thought to have the dedication of this building take place on February 22, for the structure stands for objects which Washington would have heartily approved. It is dedicated to truth and freedom.

"Growth will follow healthful conditions. A well-organized school system will never become diseased. In matters educational we are all expansionists, and in this imperial city there are no anti-imperialists. Having the honor to represent the interests of a great commonwealth, I congratulate you in the name of the state of New York.

"There is no need to assure you that our department is interested in the affairs of this great city. We are proud of what has already been accomplished; we are full of hope for the future. We realize that you are helping to make the Empire State worthy of its name. You have often been severely criticised. The mistakes you have made have been magnified by censorious critics. But any one of an optimistic turn of mind can see that you are coming out all right. You have good school boards, good superintendents, and good teachers.

"One of your greatest difficulties is that incident upon the rapid growth of your city. You have trouble in finding accommodations for your children. That trouble is really less serious than the one which perplexes many townships of this state - the problem of finding children for their accommodations.

" You are now asking from the state legislature help which that legislature will cer-



The Old Board of Education Building, Grand Street.

tainly give. In 1885 the state appropriation amounted to only about \$45 per school-room. Now, thanks in large measure to the efforts of the New York city delegation, the appropriation has been increased to \$100 a school-room. It will be seen from this that the state owes you a debt of gratitude for the liberality of your representatives.

"It is my opinion that your school system is not so intimately connected with that of the state as it normally should be. Closer relations would be mutually helpful. The state department wants to deal fairly with every part of the state. Too often matters are brought to the legislature for decision which were far better decided in our office. That you are yourselves anxious for a closer relationship with our department is indicated by your providing a room in this building for our use. Henceforth we shall maintain a representative here at the educational center of the metropolis."

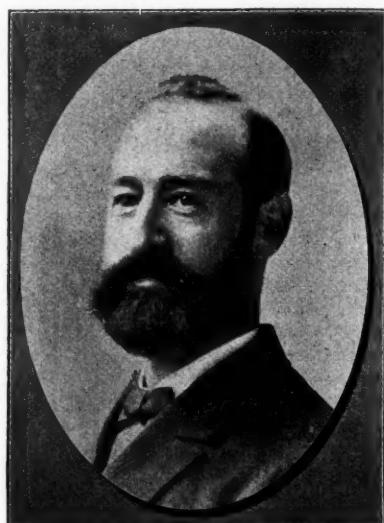
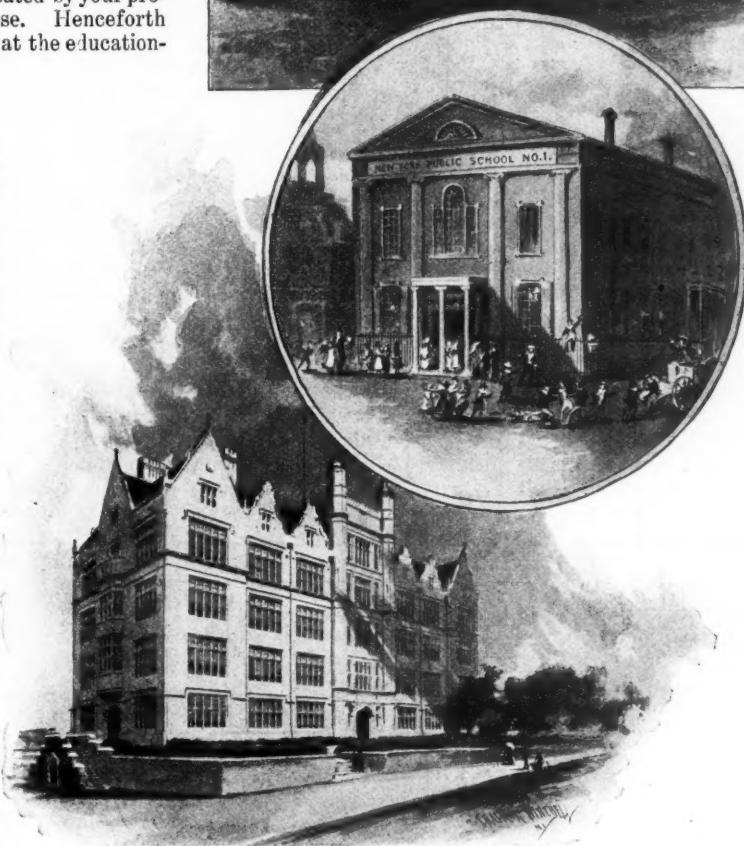
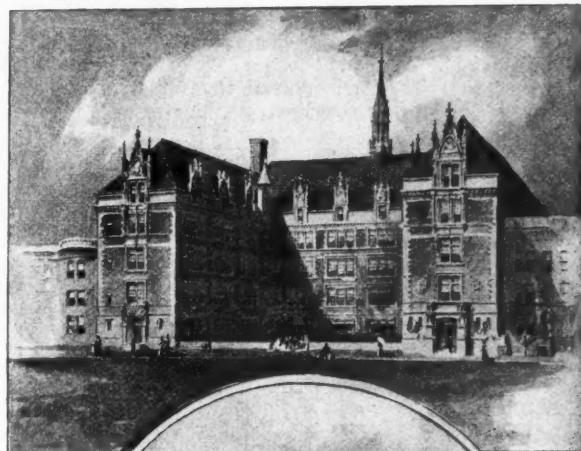
#### Letters of Regret.

In the absence of Mr. Chester S. Lord, who was to have spoken for the board of regents, Secretary Palmer read letters of regret from Mr. Lord, who was prevented by illness from attending, from President McKinley, from Governor Roosevelt, and several others. Mr. Chas. H. Knox, an ex-president of the board of education, was then called upon to speak for the educators of the last decade.

Mr. Knox stated at the outset that he was somewhat disturbed at the wording of his invitation. He was asked to make a *brief* address, the word being underlined. He had replied in kind to Mr. Little that he should be very glad to make a *brief* address. That, it seemed, was not enough. More lately he had received a note from Secretary Palmer asking for a copy of the *brief* address he was about to deliver. Upon the whole, it would seem that some implication was intended.

#### A Model of Brevity.

"However," he said, "I trust that I shall say briefly the little I have to say. Few people think of New York as an important educational center. Her other activities call away the attention from her schools. Yet there are in this city ten colleges, every one of which would make



MR. JOHN JASPER,  
Superintendent of Schools for Manhattan and the Bronx.

Old and New School-Houses.—New York City.

the reputation of a smaller place. There are professional schools and other private institutions of the highest standing. But over and above all are the public schools—the special pride of New York.

"The work these are doing is the cynosure of every eye. I wish in no sense to detract from it. Yet there is one suggestion I wish to make, as the kernel of my *brief* address. I am aware that many eminent educators think otherwise. Yet I must speak out. My suggestion relates to the course of study. Special branches ought to be learned by specialists. The problem in the schools is the greatest good of the greatest number. Art, music, and the rest are very interesting. Yet, remember this: Most of our pupils must be bread-winners at fourteen. They get none of the benefits of higher education. They must be able to spell, to write legibly, to speak grammatically, or they will fail at the start. They need to know a few things well, not many things superficially. Both teachers and pupils are to-day suffering from too many subjects. It is time to call a halt on the multiplication of studies. Let us get back to fundamentals. Let us teach the three R's."

#### What the New Building Stands For.

The last speaker was Mr. William H. Maxwell, city superintendent of schools, who spoke as follows: "The

first feeling of those of us who are to make the new Hall of Education our official residence is naturally one of congratulation. We shall no longer have to work in the stuffy rooms, the noisy corridors, and the subterranean vaults of the building on Grand street. Yet there must be



MR. C. B. J. SNYDER,  
Superintendent of School Buildings.

something of a feeling of regret in leaving that historic structure. In it were laid the foundations of the present school system. In it many of the best and wisest citizens of New York have given free labor to the cause of public education. In it, too, much good and fruitful service has been performed by school officials and clerks.

Let us still regard the old building with something of veneration.

"The new building should signify the need of increased effort. It should stand for a broader outlook upon the field of education. The province of the schools is not merely to teach things commercially useful; it is to develop the citizen and the man. I should not be consistent with my own record did I not, in all courtesy, say a word in reply to Mr. Knox's aversion upon our school curriculum. He stated that the child who leaves school at fourteen gets none of the benefits of higher education. Does not the youngest child get something from his teacher who has had the benefit of a higher education? The most important agent in education is the teacher. Magnify his office. Grant him confidence and honor. The teacher is the school. No sumptuousness of equipment can make a good school if it have not the right teachers. To bring our children under the influence of good teachers is the prime business of education. May we all, from the highest to the lowest, direct our efforts toward making all the influences which surround our children, influences of uprightness. Thus only may the American republic be perpetuated."

A banquet at the Hotel Savoy followed the exercises.

To give people the power to readjust their vocations, and to climb up to better paid and more useful industries out of lives of drudgery, is a great thing, a sufficient reason in itself for establishing a public school system. But to give the people the power of participating in each other's thoughts—to give each one the power to contribute his influence to the formation of a national public opinion—is a far greater good; for it looks forward to the millennium, when no wars will be needed for the mediation of hostile ideas.—DR. W. T. HARRIS.



State Normal School, Valley City, North Dakota. (See note on page 250.)

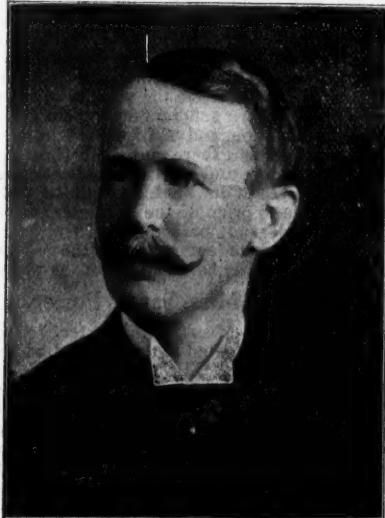
## Death of Emanuel R. Boyer.

The sudden death of Emanuel R. Boyer on Saturday last means an almost irreparable loss to the new Chicago institute. He was a man of unusual executive ability and thoroly in sympathy with Colonel Parker's ideas and plans. His "Manual of Biology" is a popular high school text-book. Some months ago he resigned the principalship of the South Division high school, Chicago, to become the director of the school endowed by Mrs. Emmons Blaine to carry to the fullest possible fruition the educational principles applied in the Cook county normal school. The firmness with which Mr. Boyer took hold of the many problems connected with the organization and business administration of the new institution gave assurance that Colonel Parker would be able to give his whole strength to the purely educational upbuilding of his great school. Mr. W. W. Atwood has been asked to look after the duties of the director's office temporarily.



The greatest waste in school management results from lack of systematized individual responsibility. As the teacher holds a pupil responsible for his share in the order and advancement of the class, so the teacher should be answerable for the work of his grade, the principal for the condition of his school, and the superintendent for the efficiency of the whole system. It would seem to be demanded by practical wisdom that the principal should have some discretionary power in the appointment of teachers who are to work in his school. A plan of this kind would at least facilitate the fixing of responsibility for results.

The 825,000 Catholics of the archdiocese of New York support three universities, one seminary, eleven colleges for boys, thirty-eight academies for girls, 190 parochial schools attended by 43,417 pupils, six orphans' asylums with 2,307 orphans. The diocese of Brooklyn, which includes all of Long Island and numbers one-half a million, has one seminary, four colleges for boys, sixteen academies for girls, sixty-four parochial schools attended by nearly thirty thousand pupils, and twelve orphans' asylums sheltering over thirty-five hundred orphans.



Alexis Frye, Superintendent of the Schools of Cuba.

## The Busy World.

## Surrender of Gen. Cronje.

The relief of Kimberley, the flight and capture of Gen. Cronje, and the dispersal of other bodies of Boers, show what can be done when real leaders, like Roberts and Kitchener, are at the head of affairs.

The place where Cronje was caught by French's cavalry and later surrounded by infantry was near Paardeberg, about thirty miles east of Kimberley, on the bank of the Modder river. A week before the day of his surrender (February 27, the anniversary of Majuba hill) it was reported that his position was hopeless; still the "old lion" of South Africa held out. It is suspected that this was for the purpose of allowing the Boers to summon reinforcements and construct works to stop the progress of the British on their way to the Orange State capital.

The fire of over fifty guns was concentrated on Cronje's force, and the British kept extending their entrenchments closer and closer to the doomed army. Small detachments attempted to escape and probably many got thru the lines; about 500 who thus tried to get out were captured. Finally the Canadians reached a point within eighty yards of the Boer position; Cronje then sent word that he would surrender unconditionally what remained of his force; it numbered 4,000 men.

The captured general was sent to Cape Town under an escort, and his soldiers to the same place in detachments. Among the captives are M. J. Wolverans, a member of the volksraad; field cornet Frus, a Scandinavian; Maj. Albrecht, a German artilleryman; and Maj. von Dewitz, a German officer who has built many of the Boers' engineering works.

## Fighting for Ladysmith's Relief.

Recent operations have enabled Gen. Buller to pierce the Boers' horseshoe line of defense at Ladysmith. He has captured Pieter's hill, about six miles from that city, but the Boers still occupy Grober's Kloof and Bulwana. The British guns, however, command these positions.

Later.—Gen. Buller's cavalry under Gen. Dundonald entered Ladysmith on February 28. The news of the relief of that town was enthusiastically received in England. Large numbers of Boers have been withdrawn from Natal to oppose Gen. Roberts near Bloemfontein. The British have occupied Colesberg, Cape Colony, the Boers withdrawing northward.

## Self-Government in Cuba.

Great progress is being made toward the settlement of important questions in Cuba. One of the most vital of these is that in relation to the suffrage. The conditions decided upon are very simple. The vote is accorded to native Cubans who can read and write or have \$250 worth of property, to all men whose names are carried on the rolls of the Cuban army, and to all Spaniards who do not choose to retain their allegiance to Spain. The voters thus qualified will elect municipal officers, both executive and legislative. This is an experiment in Cuban self-government, and one of the most radical sort. The result will be watched with intense interest, not only in this country but the world over.

## Shall Puerto Rico Have Free Trade?

A strong fight is being made in Congress for free trade between Puerto Rico and the states. At first a bill was presented providing for twenty-five per cent. of the Dingley bill rates on imports from the island, but it was met by so much opposition even among Republicans that a compromise was made on fifteen per cent. Even this passed the house only by a majority of eleven, and its fate in the senate is exceedingly doubtful. It is possible that no legislation may be had this session, and that the senate may place the entire government of the island in the hands of the president.

## The Educational Outlook.

### Conditions in Cuban Schools.

Mr. Alexis E. Frye, superintendent of the schools of Cuba, says that glorious work is being done toward the advancement of education on the island. He writes:

The work here is one of exceeding interest, and I am filled with admiration for the Cubans who are working so earnestly for the schools. Up to date we have opened 2,200 schools, with reports from thirty-one municipalities not included. Doubtless in the island there are to-day not less than 2,800 teachers and 125,000 children. The island is ablaze with enthusiasm over the school work, and every particle of credit belongs to the Cuban people, who are rallying round the schools as the emblem of future liberty. There is a true and deep-seated feeling in the island that the hope of the nation must center in the public school. If nothing happens to quench the enthusiasm we shall have not less than 250,000 in the schools of Cuba before the end of the year. There has been a long and bitter struggle, but one by one the newspapers and the individuals who attacked the school laws and the courses of study have become friends to the public schools, and I can truthfully say to-day that nowhere in the length and breadth of the island do I know of a single man or woman or a single paper that is not at this time my friend.

The outlook is glorious. Millions of supplies are at present on the way to the 131 municipalities of the island, money is being generally supplied, the state is paying every cent of the expense, there is not one cent of direct tax for school purposes in any part of the island, every kind of supply—in fact, everything connected with the schools, is absolutely free to the children. The school law which I had the honor to write is perhaps the only state paper in existence which gives to a nation a public school system absolutely free, without one cent of expense to a child and without one cent of expense to the people. The feeling towards Americans, which was very bitter sixty days ago, has changed in a remarkable degree to one of extreme cordiality, and the papers are kind enough to say that the public school has been the principal factor in bringing about this change. The central thought of the work of the public schools is to give perfect freedom to the Cuban people to direct and manage their own schools, but at the same time by means of letters, circulars, courses of study, etc., to place in the hands of the municipal boards of education all possible means which will enable them to judge of the best work that is being done in the United States, and thus to hold up to them an ideal. In my courses of study, which are now being printed and which will be sent broadcast over the island this week, the opening words are these: "Absolute freedom to every teacher to use his own methods of teaching in the public schools."

From the above you can see my entire plan. It is not to give license; it is not to leave unguided any portion of the work: it is not to place in the hands of untrained teachers and untrained boards of education the solution of the school problem. It is as follows: First, to deserve and win the absolute confidence of the Cuban people; second, to hold before them a high ideal of school work; third, to use the confidence which the teachers and the people at large place in the work of my office to guide and direct the public school. This, in a nutshell, has been the problem, and I may repeat that I am filled with admiration for the Cuban people because of the magnificent effort they are making to live up to the ideal and because of the generous disposition they have shown in so short a space of time in laying aside strong prejudices and doubts which filled their minds when the school laws were first published a little more than two months ago. It is a great blessing to be allowed to work in the cause of education with such a people under such hopeful conditions, and the feeling of cordiality cannot help growing stronger as the weeks roll by and as the children from the poorest homes in the island continue to pour into the schoolroom receiving the beautiful books, the newest and best of school furniture, and as the rural districts, lately ravaged by war, witness the building, at the expense of the state, of new school-houses which will form the nuclei of the myriads of towns and villages that are growing up all over this island.

### Needs State Aid.

BALTIMORE, Md.—President Gilman, of Johns Hopkins university, has made a strong plea before the finance committee of the Maryland legislature in favor of a state appropriation of \$50,000 annually for two years. After dwelling upon the losses sustained by the university on account of the depreciation of the stock of the Baltimore & Ohio railroad, he says:

"The expense of maintaining the university is not far from \$200,000 a year. The income from investments is \$100,000. The income from tuition, \$50,000. These are all round numbers varying a little year by year. Unless the deficit of \$50,000 can be made up, contraction must follow. Contraction will bring great discredit, for it will be known throughout the land. Students will drop out and a period of anxiety will follow. The university has no debts. Its capital, invested in land, buildings, books, and apparatus, is \$1,000,000. It has excellent friends, wide reputation, and the hopeful prospect of large gifts. But it cannot anticipate the legacies which are known to be drawn in its favor. What is

needed is a continuance of the aid which the last legislature gave for two years more."

### The Trouble at Cincinnati University.

A committee of citizens has waited upon the trustees of Cincinnati university to proffer a request that the board give a hearing to the ten dismissed professors. The trustees refused to grant such a request and gave their reason for sustaining President Ayres in his attitude. They stated that all the professors affected have been annoying the trustees with personal visits in the course of which they would criticise severely other members of the faculty. The board told the committee that President Ayres had no personal feeling in the matter and that he was simply carrying out their wishes.

The trouble has brought in a flood of applications for the vacant professorships. One appointment has already been made,—that of Prof. Harris Hancock, formerly of Chicago university, to be professor of mathematics.

### A Change in Requirements.

BALTIMORE, Md.—The new school board, which goes into office on March 1, intends revising the present system of making eligible lists. All graduates of the city college, the high and the normal schools are, by virtue of their graduation, put upon the eligible list. It is believed that this has not been enough of a barrier. Accordingly, regular examinations will be established with the direct policy of thinning out the candidates. The number of candidates is now, in comparison to the plans to be filled, absurdly large.

### Building but No Furnishings.

WASHINGTON, D. C.—A dilemma has presented itself to the authorities of the District of Columbia in connection with the completion of the Hubbard school, on Columbia Heights. The appropriation bill carried items for two other schools and thru some oversight allowed \$1,400 for equipment of each of the other buildings while it made no appropriation whatever for the Hubbard. In constructing the three buildings, the contractors began with the Hubbard, so that now the city has on its hands a complete building without a desk or a window shade, and no money in sight for the purchase of furnishings. Auditor Petty is trying to get authority to justify him in transferring the account of one of the other projected schools.

### A Dakota Normal School.

VALLEY CITY, N. D.—As soon as statehood was granted to North Dakota provision was made by her constitutional convention for a complete system of schools from the primary rural schools to the university. In this system were included two normal schools, one of which was located at Valley City and was endowed with 500,000 acres of land. The school opened its doors September 28, 1891, in a rented building. At the close of the school year, June 1892, the present principal, George A. McFarland, was elected. The school had been unfortunate during its first year and at the close of this period had but two teachers and five students. But the second year opened under more favorable auspices. The building was erected in one of the most beautiful spots in the entire state and on the 6th day of December was dedicated and occupied.

In its organization the school has followed the general tradition of the normal schools of the Northwest. In all of the newer states it is necessary to give instruction in some of the academic studies.

The school offers two courses of equal rank, the Latin and the English course, each requiring four years. It recognizes the work of the high schools by offering a professional course to be completed in not less than one year. This course is open to high school and college graduates who desire only the professional studies both practical and theoretical. In connection with the normal school a school for practice is maintained, made up of the children living in the vicinity of the school.

The school aims at thorough scholarship, general knowledge of the principles of education, and skill in teaching. To make these efficient it insists that there must be high character, consequently the atmosphere and discipline of the school are such as to influence the lives of its students and so to elevate the teacher and thru him to promote the best interests of the state. It has become a leader not only along educational lines but aims thru its faculty and students to lead in the general advance of the intelligence, morality, and culture of the people.

### Death of Miss Sarah Porter.

FARMINGTON, CONN.—Miss Sarah Porter, founder of the famous school for girls situated in this town, died on February 18, at the age of eighty-six. Miss Porter was the daughter of the Rev. Dr. Noah Porter, and granddaughter of the president of Yale bearing the same name. Her notable educational work was the establishment of a school for Christian gentlewomen at Farmington. As a teacher she was hardly less powerful and successful than Miss Willard, whose school at Troy has become a memory. Miss Porter retired several years ago from the active directorship of the Farmington school, but she retained her interest in all that concerned it down to the very last. Not very long ago the fiftieth anniversary of the institution was celebrated by a great reunion of "Miss Porter's Girls."

## New York City and Vicinity.

## New Reorganization Bill.

The senate committee in cities has completed the draft of a bill reorganizing the whole school department of New York city. It will be submitted to the Senate shortly.

Some of the provisions are as follows:

The general school fund shall consist of all moneys raised for the payment of salaries of the borough and associate superintendents and all other members of the supervising and the teaching staff throughout the boroughs, in accordance with a schedule to be provided. The special school fund shall contain and embrace all moneys raised for educational purposes not included in the general school fund.

The general fund will be raised by means of a tax of four mills, apportioned among the several boroughs by the board of education. The money thus raised shall be paid over to the board from time to time in such sums as it shall require.

The school board shall in July of each year transmit to the board of education a detailed estimate of the moneys needed within the territory under its jurisdiction during the next succeeding calendar year.

The board of education can approve, reject, or amend these estimates. Failing to approve, they must submit their reasons to the board of estimate and apportionment.

The sub-committee of the senate committee has also arranged a salaries' schedule providing for recognition of services of teachers outside of New York city by providing that a certificate made by the city superintendent of schools that any member of the supervising and the teaching staff, prior to appointment in any of the boroughs of the city of New York, has had experience equivalent to a certain number of years of experience in the public schools of the city of New York, shall entitle the holder of such certificate to pay in accordance with the schedule of minimum salaries.

No salary now paid to any member of the supervising and teaching staff shall be reduced by the operation of the bill, nor shall it be so construed as to establish different individual equal annual increments, but the equal annual increment for each class of the supervising and the teaching staff shall be uniform, and each shall at once receive all the emolument in accordance with the schedule of minimum salaries to which

such teacher is entitled by reason of experience and of grade of class taught.

To provide the necessary funds for carrying into effect the provisions of the law for 1900, in case the unexpended balances shall not be sufficient, the board of estimate and apportionment is authorized to direct the issue of revenue bonds sufficient to provide for any deficiency that shall still exist. The borough and associate superintendent and all other members of the supervising and the teaching staff shall receive pay for 1900 in conformity with the provisions of the section precisely as if the section had been in effect on Jan. 1, 1900, for this purpose the section being declared retroactive to Jan. 1.

The minimum salary at the expiration of fifteen years for a regular woman teacher, is to be \$1,200, and the maximum \$1,500. The minimum salary to be paid to any female teacher is \$600. The minimum salary to be paid to any male teacher after twelve years of service is \$2,160, and the maximum is \$2,280, while the minimum male salary is \$900.

## High School Congestion.

In spite of the efforts made by the board of education, it has been found impossible to accommodate all the applicants for seats in the high schools. Everything has been done that was possible in the way of holding two sessions, but even so many children are barred out.

The old quarters of the board, at 146 Grand street, will not be ready for occupancy before Sept. 1. The building will have to be reconstructed and completely equipped. It will then accommodate about 500 pupils.

## Senator Ford Suggests Compromise.

State Senator Ford has given out a statement that a bill will be introduced into the senate shortly which will satisfy everybody. "It will be," he said, "a compromise measure. We must have the support of the two Brooklyn Republican senators. Any kind of a measure will go thru the assembly; the senate is where we need the solid Republican vote."

The features of the bill, according to Senator Ford, will be: First, a tax of four mills on a basis of \$600 per teacher, and the balance to be distributed according to the *per capita* attendance; second, a new salary schedule, differing from the Ahearn schedule; third, a modification of the McCarran bill, by which the law will be made retroactive to Jan. 1, 1900; and finally,

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when there is a shortage in the salary fund, the board of estimate shall issue revenue bonds for the amount needed."

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#### Course in Parliamentary Law.

Two years ago Dr. W. E. Chancellor, formerly head of the department of history in Erasmus Hall, now superintendent of schools at Bloomfield, N. J., conducted a series of conferences on parliamentary law under the auspices of the Brooklyn Teachers' Association. Owing to numerous requests this course will be repeated. A large number of teachers and principals have already signified their intention of becoming members of the class.

The course proposes a systematic account of the common law of parliamentary bodies. Among the topics discussed will be the following, viz.: constitutions, rules and by-laws, main motions, subsidiary motions, officers and committees, day's orders and programs, various kinds of parliamentary bodies, procedure, rights of members, origin, nature and force of parliamentary laws. Several sessions will be devoted to practice. There will be discussions of school congresses and school cities, of the probable development of parliamentary principles under the conditions of American democracy, and of the special rules in Congress, legislatures, municipal assemblies, parishes, corporations, clubs, and associations. The conferences will be held on Thursdays at 4 p. m., at P. S. No. 3, the first meeting being on March 1. Fee, \$1.

#### Death of Richard Hovey.

Richard Hovey, the well-known poet, died on Feb. 24. He was a graduate of Dartmouth in the class of 1885 and was at one time a candidate for the priesthood in the Episcopal church. Turning his attention to literature, he wrote several long poems on subjects suggested by the Arthurian cycle of legends. His best-known verse was in "Songs of Vagabondia" written in collaboration with Bliss Carmen. Two years ago, Mr. Hovey joined the teaching force of Columbia university. He was also professor of English at Barnard.

#### Talk by Mr. Churchill.

Mr. Alfred Vance Churchill, of Columbia college, will address the Prang normal art class, 3 West 18th street, at 10.30 A. M., Saturday, March 3, on the subject of "Pose and Animal Drawing." Mr. Churchill is well known as a normal art class director and instructor, and he will give a most helpful and inspiring lecture. Mr. Churchill has given great thought and attention

to figure drawing in all its lines, and has made an especial study of the possibilities of this work in the elementary schools. He will, therefore, be able not only to give helpful suggestions in the way of actual work, but will also give these suggestions relatively to the work in the public schools.

#### Nature Courses of Summer Study.

A number of New York teachers are planning to take work at the biological laboratory of the Brooklyn Institute of Arts and Sciences, located at Cold Spring Harbor, Long Island. The courses in zoology, comparative anatomy, public school nature study etc., are well adapted to the teachers' needs. Information can be obtained from F. W. Hooper, 502 Fulton street Brooklyn, or from C. B. Davenport, the University of Chicago, Chicago, Ill.

#### Womans' College on Long Island.

A Roman Catholic woman's college is to be established at Brentwood, Long Island. It will be known as St. Joseph's in the Pines. Plans are now being prepared. The building will cost at least \$300,000. St. Joseph's academy at Flushing will be discontinued and the pupils transferred to the new institution in which there will be accommodations for several hundred pupils. The college curriculum will be brought up to the highest standard.

#### School of Pedagogy.

The decennial anniversary of the founding of the School of Pedagogy of New York university occurs on Saturday, March 3. This department of the university has experienced, since its establishment in 1890, a steady growth in the number of students in attendance, the number of courses offered, and its general and special equipment. Commemorative exercises with special addresses will be held in the assembly room at 11:15 A. M. on that day.

The first of the special series of free public lectures for the educational public by members of the faculty will be given by Prof. Shaw on next Monday evening, March 5, at 8.15 p. m., in the assembly room of the school at Washington square. The subject will be the "Physical and Mental Growth of Children Between the Ages of Six and Twelve Years." The second lecture of the series will be given by Prof. Buchner at the same hour on Monday evening, March 12. His subject will be "Education as a Scientific Pursuit." No tickets are required for the lectures of this series.

Dean Shaw and Prof. Judd appointed by the university as delegates to the meeting of the Department of Superintend.

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This work is intended for use in classes in high schools and academies where, the facts and dates of American history having been learned in the more elementary grades, it is wished to give the student a thorough knowledge of the constitutional, the political, and the industrial development of the United States, especially the period since the beginning of the movement which led to the separation from the British Empire and the formation of a republican government under the constitution.

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ence have been in attendance at its sessions in Chicago during the past week.

#### Daily School Sanitation.

That the question of daily school sanitation is a matter requiring the earnest and thoughtful attention of superintendents and boards of education was clearly brought out by the speakers at the last meeting of the Educational Council of New York and vicinity. The discussion of the subject was opened by Supt. J. Irving Gorton, of Sing Sing, who outlined with great care the various points which call for constant watchfulness on the part of those in charge of schools and school buildings. Whatever affects the physical health of pupils or teacher, said Supt. Gorton, is of vital importance. The New York state law requires that the light, ventilation, and heating arrangements of school building be passed upon by the proper authorities. Twenty cubic feet of air for each pupil must be brought in and removed from the school-room a minute. Where this rule is carried out the arrangement is in many buildings very poor. The exit is usually near the floor, so causing a draft, and consequently complaints of cold feet. As the feet should be kept at a temperature of 98°, a draft of air at 70° is too cool. The heat should enter the room at a height of some six or seven feet from the floor. Instead of one large opening in the room, there should be several, so as to avoid a sensible current of air about either heads or feet of pupils. All parts of the room should be equally warm.

Authorities agree that the light should come from the top and rear but few school rooms are so arranged. Many are light in some parts, dark in others. Fluctuations of light require continual attention from teachers.

Floors should be washed as often as once in every two weeks; otherwise the dust is a constant annoyance and is injurious to health.

Proper provision should be made for the outside clothing during school hours. Pupils should not be allowed to wear their rubbers in the house, and if they come in with wet feet they should be made to dry them if possible. In many school-rooms the radiators are so far from the floor that this is impracticable.

The matter of pupils' personal cleanliness is an important one. Is care taken to see that all pupils come with clean hands, nails, etc.? Sometimes children have a personal odor that is offensive—is it right that such pupils should be allowed to sit near, and therefore trouble, others? Great care should be taken in cases of sore noses, ears, and especially eyes—as ophthalmic diseases are so often contagious—that children so

afflicted be not allowed to come in close contact with others.

Pupils should be allowed to leave the room as often as necessary and should be taught the habit of so doing. Where there are contagious diseases, all from the house should be kept from school until the physician's certificate allows return.

Desks should be single and adjustable, if possible. The chair and the seat should be of exactly the right height for the pupil. Small books are an advantage and Supt. Gorton longs for the coming of their day. Ease of position both in sitting and standing should be taught in school; this is a lesson that will make children happier thru life.

#### IMPROVING EXISTING CONDITIONS.

Prin. C. E. Morse, of East Orange, said that there are in English, French and German, more than 600 volumes on the subject of school sanitation; this shows its importance. Prin. Morse agrees that we must take buildings as they are with all their imperfections, but we can help things very much by eternal vigilance. Currents of hot and cold air can be remedied by a deflector which can be placed at any desired angle. Air coming in is thus diffused thru the room. The common drinking cup is still in use in many places; in several New Jersey cities the fountain has been adopted instead. In regard to double desks, in East Orange these have been cut down by janitors during vacations to single desks, and new ones put in to equal the number cut down. Supt. Morse believes that desks should be adjusted at least three times a year.

A general discussion followed in which Prins. R. L. Conant, John G. Cook, and others took part. The topic of "Good Conduct in Schools," was also on the program, and Supt. S. R. Shear, of White Plains, led the discussion with a paper, a portion of which appears elsewhere in this number.

Mr. Burton Holmes, whose entertaining lectures have been already announced, has improved the illustrated feature by introducing motion pictures into the body of the lecture itself, instead of showing them as an appended series at the end, as heretofore. The number of motion pictures to be shown is much larger than ever before, while the still pictures are as numerous, and, if anything, more beautiful than in any former series. Four courses, exactly alike, will be given, the subjects being "Manila," "Japan Revisited," "Round About Paris," "The Grand Canyon of Arizona," and "Moki Land." One course will be given Thursday mornings at 11, another at 3 o'clock on Fridays, and two courses on Thursday and Friday evenings, the opening dates being March 8 and 9, at Carnegie Lyceum.

## Interesting Notes from Everywhere.

MACON, MO.—As the result of a joint meeting of the board of health and citizens, the public schools have all been closed until the small-pox scare has abated. All school children are ordered vaccinated and every suspicious case is closely watched.

OWERLIN, O.—Mr. L. H. Severance, of Cleveland, formerly treasurer of the Standard Oil Company, has given Oberlin college \$60,000 for the erection and equipment of a chemical building. He also gave the ground on which the building will be erected.

WALLA WALLA, WASH.—The Walla Walla high school has this year for the first time permitted honorary promotions to all those whose class standing is above eighty-five per cent. About one-third of the pupils were exempt from examination under this provision.

DES MOINES, IA.—The bill providing for the establishment of three new normal schools was defeated in the lower house by a vote of 46 to 47. The action of the house was a great surprise.

NEW ORLEANS, LA.—The St. Charles college, at Grand Coteau, together with a large and valuable library, was destroyed by fire on Feb. 18.

MILTON, MASS.—The annual founders' day of the Nutt high school was celebrated on Feb. 16. The principal, Mr. A. T. Smith, presided, and in a brief address called attention to the material and intellectual prosperity of the school, which, in the last four years has more than doubled its attendance.

EMPORIA, KAN.—The summer term at the state normal school will begin on June 7 and end August 8. All the departments of the school will be represented. Expenses are very low at this excellent institution.

GLOBE, ARIZONA.—A school building costing \$16,000 was dedicated in Globe, on Jan. 27. Supt. F. E. Ba. presided at the exercises.

OWERLIN, O.—Pres. Barrows has announced a gift of \$40,000 from the estate of William Osborn, of Pittsburg, who died in Florida a few weeks ago.

NEW HAVEN, CONN.—Alex. Cameron, a blind student who was a candidate for the degree of Ph. D., has been obliged to leave Yale college on account of injuries received in a fall.

If he had taken his degree, he would have been the first blind man in the history of the world to receive that honor.

It is probably not generally known that courses in sloyd are open *gratis* to teachers of any nationality who will take the trouble to travel to Naas, in Sweden. This is one of the cheapest spots in the world as far as living is concerned. The actual cost of a summer at Naas, including traveling expenses, would be comparatively small.

LONDON, ENG.—The London school board has announced that teachers who go out as volunteers to South Africa will have their places kept open. In the case of married men, their wives and children will receive part of their regular salary while the men are away—50 per cent. where it is under \$150; 40 per cent. if it is between \$150 and \$200; and 30 per cent. of any larger sum. The relatives of single men, if dependent, will receive allowances.

ST. JOSEPH, MO.—The board of education of St. Joseph will submit a proposition for bonds of \$100,000 to erect a new library building; also bonds for \$100,000 to erect a fine new school building.

BERRYVILLE, VA.—The Berryville high school building has been burned to the ground with all its contents. The building was a brick structure which cost \$7,000. It was insured for \$4,600.

LOWELL, MASS.—The committee on education of the Massachusetts legislature has approved a resolution allowing to the Lowell Textile school an appropriation of \$16,000 on condition that the city of Lowell contribute \$6,000. The sum of \$50,000 is also appropriated for the erection of a suitable building upon condition that a proper site be otherwise provided. The Textile school is at present running very successfully in spite of cramped quarters. On the rolls of its evening classes are the names of over fifty operatives from the neighboring city of Lawrence, who come fourteen miles every evening to secure the advantages of the instruction offered.

*The Weekly Oil Review*, of Sisterville, West Virginia, published on Feb. 14, an attractive Public School Edition, containing sketches of local school officials and of the school history of the town. The actual editorial work was all done by pupils of the graduating class of the public school, upon whom it reflects great credit.

BUTTE, MONT.—The school districts of the state, which have been severely cramped by the decision of the supreme



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court that money raised by special school elections cannot be used for paying expenses, will obtain relief from the distribution by State Supt. Carleton, of state school money to the amount of \$80,428.50. This division means about \$1.50 per child. It will enable a number of counties which had closed their schools altogether to open them again and to continue, by practicing rigid economy, until the close of the present year.

The New York Association of Sewing Schools purposes holding, on March 5, an exhibition of the materials which are shortly to be sent to the Musée Pedagogique, Paris. The collection will be on view from 2 until 6 at the parish house of the church of the Holy Communion, 49 West 20th street.

ATLANTIC CITY, N. J.—The board of education has been well sustained in its effort to secure new school buildings. By a vote of 188 to 3, the voters of the town in mass meeting assembled have authorized the expenditure of \$164,975. Of this sum \$85,000 will be used for the erection of a new high school. Not a single cry of economy was heard.

WOOSTER, O.—The summer school of Wooster university will open on June 19 and continue until August 10. Recitations and lectures will be held six days in the week. Students can enter at any time. For catalog and circulars, write to Mr. J. H. Dickason.

PRINCE FREDERICK, MD.—Mr. Lewis M. Griffith has been appointed, by the school board of Calvert county, secretary and examiner of the public schools of the county. He succeeds Mr. J. E. Parran who has resigned to fill the office of state's attorney. Mr. Griffith is a graduate of Dickinson college.

READING, PA.—The new brown stone school-house at Oak-land, a suburb of Reading, was destroyed by fire on Feb. 5. The structure was the finest school building in the county outside of Reading, and had not yet been finished. The conflagration is supposed to have been caused by spontaneous combustion.

MALDEN, MASS.—All the school children who cannot show evidence of successful vaccination have been excluded from the schools. This is in accordance with an order issued by the school board several weeks ago. Supt. Gay says that, all told, about thirty children have been refused admission. Most of these cases are the result of negligence on the part of parents, and not of any settled antagonism.

ALBANY, N. Y.—Mr. Wissel's bill, which legalizes the certificates held by the school teachers of the Boroughs of Richmond and Queens prior to the consolidation act, has passed the assembly.

#### To School Officers and Teachers,—Important!

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#### School Law Legislation.

The New York state library has just issued its tenth annual Comparative Summary and Index of Legislation by States, covering exhaustively the laws passed in 1899. This bulletin digests and organizes the enormous annual output of legislation so as to render available the most recent experience of other states, enabling those interested in any specific law to find readily what states have recently passed similar laws. An interesting feature of the bulletin is its review of the most important legislation of the year, indicating the general trend of legislation.

The summary of school legislation, occupying about twenty-five pages of the volume, will be of great value to educators. It covers everything that has been done during the last year in the various departments of school law. It ought to be in the library of every progressive superintendent, more especially as it is published at a merely nominal price.

ALBANY, N. Y.—The annual report of the New York state library shows that there are in the libraries of the state 5,846,517 volumes, the free circulating libraries having 1,979,319 volumes. The free circulation last year reached 7,395,527 volumes, averaging 20,262 a day, and 1,135 for each 1,000 population. The state sent out 536 traveling libraries during the year.

One of the newest enterprises is the sending out of flat, printed circulars to blind persons throughout the state, suggesting that they might like to enjoy the opportunities afforded by the library and giving the information that thru the liberality of friends interested books will be sent without any charge for expressage. One book and two pieces of music may be borrowed at the same time.

#### Educational Meetings to Come.

March 29-31.—Northern Indiana Teachers' Association, at Logansport. Sec'y, J. W. Carr, Anderson, Ind.

March 29-31.—Central Nebraska Educational Association, at Hastings. Sec'y, Ed. M. Hussang, Franklin, Neb.

April 1.—North Central Association of Colleges and Secondary Schools, at St. Louis, Mo.

April 18-19.—International Kindergarten Union, at Brooklyn.

April 27-28.—New Jersey High School Teachers' Association, at Newark. President, H. C. Krebs, Somerville, N. J.; secretary, Cornelia MacMullan, South Orange, N. J.

May 9-11.—Western Drawing Teachers' Association, at Grand Rapids. Sec'y, Caroline M. Neile.

July 7-13.—National Educational Association, at Charleston, S. C. Sec'y, Irwin Shepard, Winona, Minn.

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## Notes of New Books.

*The Essentials of Language and Grammar* by Albert LeRoy Bartlett, A. M., is a text-book in which the author has sought to "illustrate, explain, and define the grammatical facts about words, and the fundamental principles on which the English sentence is based; to add to these such analyses of a few selections from good American authors, as shall give pupils some insight into the fulness of beauty and meaning contained in what we term good literature, and shall suggest to teachers methods that may be used in the study of other selections; and to outline some plans for training the pupils to write English easily, correctly, and gracefully." This book belongs to the Silver Series of Language books. It is very simple and practical and well calculated to rouse enthusiasm in the pupil. (Silver, Burdett & Company.)

We have received the *First Reader* of a series, by Norman Fergus Black, a graduate of the Ontario Normal college. The purpose of this series is to aid pupils in learning to read. This involves teaching them *how to read*. But the ultimate aim is kept ever in view, and the author has sought to make reading its own motive and reward from the first. In the *First Reader* the phonic sequence is based on the vocabulary, not the vocabulary on the phonic sequence.

In grading the work the author has rarely deviated from certain rules, the fruit of which may be recognized in the following: (1) Of the two hundred daily sections in this reader, every fifth section is especially prepared for a weekly review and phonic drill, no new word or sound symbol being introduced therein; (2) but one new sound symbol occurs in any one daily section; (3) during the first five weeks only three or four new words are introduced per week—in the following ten weeks two words are taught per day: (4) succeeding portions of the book form complete and systematic reviews of the preceding lessons. (The Macmillan Company, New York. Price, 30 cents.)

*The Sir Roger de Coverley Papers from the Spectator* is one of the volumes of the Twentieth Century Series of Text-Books and is edited by Franklin T. Baker, A. M., of Teachers college, Columbia university, and Richard Jones, Ph. D., of Vanderbilt university. This edition contains all the numbers in which Sir

Roger de Coverley is prominent, except one which has been criticised on account of its violation of the old knight's character. No change has been made in the text beyond making it correspond to present usage in capitalization, punctuation, and orthography; most of the notes are at the foot of the pages. The editors have tried to make the book readable without the help of any other book of reference than an unabridged dictionary. (D. Appleton & Company, New York. Price, 40 cents.)

*Macaulay's Essays on Milton and Addison, Milton's Poems, and Burke on Conciliation*, edited with introduction and notes, by Clara Sterling Doolittle, B.L., instructor in English in the South Division high school, Chicago. This is one of the Lakeside Series of English Readings, a series that is prepared and edited with much care. The book is admirably suited for its purpose, which is the use of students in the higher schools and in colleges, where the study of English literature is now receiving more and more attention. The special features are a biographical sketch of Macaulay, a chronological list of his works, a biography of Milton, a chronological list of his principal works, a biography of Burke, etc. The notes are at the foot of the page. They give information that the student would not readily find for himself, and leave to him the investigation of other points, thru which so much of the benefit of the study of literature is obtained. The type is large and clear, the paragraphs in the prose being numbered with heavy type for convenience in study; the lines of the verse are also numbered. The book is substantially bound in cloth. (Ainsworth & Company, Chicago.)

In the Twentieth Century series of text-books has just been issued *Milton's Shorter Poems and Sonnets* arranged in chronological order, and edited with introduction and notes, by Frederick Day Nichols, A. B., associate in English at the University of Chicago. The aim of the editor has been to present chronologically, in as clear a way as possible, the text of the poems with modern spelling. The comments on the text have been divided into two classes—footnotes, containing the very simple explanations which an instructor would wish his students to have before them in his class-room, and notes, at the back of the book, presenting the longer and more difficult explanations. (D. Appleton & Company, New York. Price, 40 cents.)

(Continued on page 254.)



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**Interesting Notes.**

**Some South African Tribes.**

South Africa has probably some of the highest types of savage natives to be found in any quarter of the earth. Some interesting facts are given in regard to them by William Astor Chanler, the famous African traveler.

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to the Cape, living under conditions which produce in him those qualities which are supposed to characterize the northern races of Europe, might well be styled the Anglo-Saxon of Africa. On account of its nearness to Asia, and its mineral wealth, East Africa has been the prey of those powerful and warlike nations inhabiting Arabia, Asia Minor, and India. From contact with these people, and from constant struggles with them, the warlike disposition of the East African has been developed to a formidable degree.

Down to almost the immediate present there has been a constant movement of the Nilot tribes southward. The Zulus undoubtedly came from somewhere near the head waters of the Nile. The Matabeles followed them, and the Masais, who afterward followed them, all came from the same source.

The three most formidable tribes in South Africa to-day are the Basutos, the Swazis, and the Matabeles. Of these the Basutos are undoubtedly the most powerful, possessing, as they do, an organization of sufficient strength to enable them to resist advances undertaken both by the British and the Dutch.

The Basutos possess a large number of horses. Horseflesh is at the present moment, perhaps, the most valuable property in South Africa, for it is there that the rinderpest and the tsetse fly destroy equine life.

It seems, therefore, that the Basutos, or at least their horses, will play a very large part in the present struggle. They will sell them, if they care to, where they can get the best market. As the British need them more, it is to be supposed they will pay higher prices for them. But if the Basutos do not care to sell, it is very probable that the British may determine to transact a little forcible business and take them. Then the trouble will begin.

The Basutos, lying, as they do, between the Orange Free State and Natal, if aroused will be a menace to both the Dutch and British. The Swazis hardly touch British territory. Their land lies almost entirely between the Portuguese territory and the Transvaal. The Matabeles, inhabiting what is now called Rhodesia could disturb the British moving there, and, crossing the Limpopo river to the south, would be more than a menace to the invading army.

**An Island of Sulphur.**

In the Bay of Plenty, New Zealand, is situated White island which consists mainly of sulphur mixed with gypsum and a few other minerals. Over the island, which is about three miles in circumference, and which rises between 800 and 1000 feet above the sea, floats continually an immense cloud of vapor attaining an elevation of 10,000 feet. In the center is a boiling lake of acid-charged water, covering fifty acres, and surrounded with blow-holes from which steam and sulphurous fumes are emitted with great force and noise. With care a boat can be navigated on the lake. The sulphur from White island is very pure, but little effort has yet been made to procure it systematically.

**Literary Notes.**

The articles on tenement-house reform by Mr. Jacob Riis, which have attracted wide attention as they have appeared in the magazine, are to be published in book form by Houghton, Mifflin & Company, with the title of "A Ten Years' War." Mr. Riis, whose knowledge of his subject is of a superlative first-hand quality, makes now a special plea for the children, and the account of the progress made in changing their sanitary and moral environments will be encouraging to other workers in the field. To some of these, perhaps, as well as to those who refrain from activity because of the hopelessness of any effort, this indefatigable optimist's dedication

may point: "To the faint-hearted and those of little faith this volume is reproachfully inscribed by the author," the simple wording runs.

Two valuable papers upon "Instruction in Agriculture and Domestic Economy in Rural Communities of Wisconsin" and "Transportation of Rural School Pupils at Public Expense" are bound together in Bulletin No. 5, issued by Mr. L. D. Harvey, state superintendent of Wisconsin. The former study is by Mr. Harvey himself, the latter was written by Mr. A. A. Upham, of the state normal school at Whitewater.

One of the recommendations in the former paper is for the establishment of a new class of schools, to be known as county schools for instruction in agriculture and domestic economy. Some such plan prevails in Denmark and in parts of Germany.

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[Continued from page 252.]

The Rational Method of Reading is an original presentation of sight and sound work that leads rapidly to independent and intelligent reading, by Edward G. Ward, Brooklyn, N. Y., assisted in the preparation of the lessons by Mrs. Ellen E. Kenyon Warner. The *Third Reader* contains the fourth half year's work. It has stories, poetry, etc., from history, folk lore, and standard fiction. The matter is literary and ethical. From the easier and more familiar words the diacritical marks are omitted. Of the twenty-three selections in verse, not one of them is beyond the comprehension of children, while most of them will be read with as keen enjoyment as any of the lessons in prose. (Silver, Burdett & Company.)

*Stories of Insect Life* (second series), Summer and Autumn, by Mary E. Murtfeldt and Clarence Moores Weed. This is a very helpful book for teachers who wish to lead their pupils to an acquaintance with the common forms of insect life, such as katydids, slugs, fireflies, moths, worms, caterpillars, beetles, etc. Aside from the interest that the pupil will acquire in nature, the knowledge obtained will be of inestimable value to him in after life. Many of these insects are those with which the farmer, gardener, or fruit raiser has to contend, and if he knows their ways he can guard against their raids on his trees or plants. The suggestions to the teachers in regard to the collection and preservation of insects will enable him to lay out the work systematically. There are many illustrations of insects in the book. (Ginn & Company, Boston.)

*A Manual of Zoology*, by T. Jeffrey Packer, D. Sc., F. R. S., professor of biology in the University of Otago, Dunedin, N. Z., and William A. Haswell, D. Sc., F. R. S., professor of biology in the University of Sidney, N. S. W. Revised for the use of American schools and colleges. The authors have studiously prepared a handbook of 563 pages, descriptive of the orders of living animals and of a large proportion of the distinct species. The work shows how the lowest animals consist of a mere cell that possesses the power of reproduction by self-division. This is the basis of all life. From this as an element the different orders progress by a constant increase of differentiation of parts. The illustrations are unusually fine, particularly those designed to show the internal organs of various animals laid bare by dissection, and typical animals have been carefully selected for such diagrams. The book must find its principal use as a reference book for students pursuing the subject critically by dissection and microscopic examination. (The Macmillan Company, New York and London. Price, \$1.60.)

*Elementary Chemistry for High Schools and Academies*, by Albert L. Avery, C. E., Rochester, (N. Y.) high school. Teaching chemistry by the laboratory method often loses much of its educational value thru lack of tangible statements in the text-book to direct the student in his private study. This text-book presents the usual experiments clearly, so that they develop the properties of the important elements and their common compounds, while the descriptions of processes are sufficiently minute to enable students to manipulate the apparatus. Questions direct their observations to the important phenomena. But the strong feature of Avery's book is the clear and careful discussion of the chemical class, while the laws themselves are stated in forms that allow of exact me-

morizing. The book must certainly find a place in many laboratories. (The Macmillan Company, New York. Price, 90 cents.)

Students of biology who have no special knowledge of drawing will find a valuable help in *Hints on Drawing*, by Prof. Albert Schneider. It is believed that if the hints here given be followed and enlarged upon, the student will be surprised at the rate of improvement in drawing. The book will help dispel the delusion that only the gifted few can learn to draw. Every individual of normal capacities can become a fairly good artist. It contains just that information that the novice would be sure to seek, and will be welcomed by many earnest students. (G. P. Engelhard & Company, Chicago.)

*Inductive Geometry*, by Col. C. W. Fowler, Louisville, Ky. This modest volume of fifty pages will prove a help to many a discouraged teacher of geometry. Such teachers know how completely at sea the average pupil is in beginning this study. When he begins the study of algebra he sees some resemblance to arithmetic, but when he attempts to prove a theorem, he does not know what he is talking about, for he has no correct geometrical concepts. He is met then with all the difficulties of logic and with a total ignorance of the subject on which he is to argue. No study in an ordinary school course requires more systematic effort, is more logical or leads to more practical applications than geometry. If some such work as this of Col. Fowler's is used to pave the way to the more exact science, pupils would gain more real benefit from this study than before, and it would cease to be the bugbear it has been to many. If circumstances do not permit several months' preliminary training, teachers are advised to use this book for eight or ten weeks and then take up a regular text-book. (C. W. Fowler, publisher, Louisville, Ky.)

*Plane Trigonometry*. Daniel A. Murray, instructor in mathematics in Cornell university, has recently issued a text-book in trigonometry in which he aims to avoid the extremes of expansion and brevity. There is considerable reading matter, necessitated by the detailed explanations of principles of the science needed by an elementary student. An introduction chapter is devoted to a review of logarithms. Then the oldest and simplest parts of trigonometry, namely the solution of triangles and associated practical problems are studied and concluded before the more general and abstract parts are introduced. The subject is thus made far less strange at the beginning, the student becoming, by means of practical concrete examples, familiar with trigonometric functions before proceeding to the more general treatment. Thruout the work there are many historical and other notes; and an historical sketch is given in the appendix, to interest and stimulate beginners. (Longmans, Green & Company, publishers, New York.)

*Deutscher Hiawatha Primer*, by Florence Holbrook, principal Forestville school, Chicago. The editor has adapted the translation of Hiawatha by Marie Hochreiter to the needs of primary classes. The book is profusely illustrated to elucidate the various lessons. If the practicability of using Hiawatha as a German school text is not considered, it is safe to say that the book is very successfully edited. The large number of difficult expressions, the mastery of which means no additional German

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to the pupil and really corrupts his conception of the language, stands in the way of the successful use of the book in the classroom. (Houghton, Mifflin & Company, Boston and New York. Price, 50 cents, net.)

The ease of Ovid's verse makes him a good author for beginners. There is a tendency in secondary schools to follow the programs and reports that call for about twenty-five hundred lines of the *Metamorphoses*. The edition of the first and second books of the *Metamorphoses*, in the series of *School Classics*, supervised by Mr. John Tetlow, has been edited by Dr. William T. Peck, principal of the classical high school, Providence, R. I. It contains, besides the text, an excellent introduction, with a clear, concise treatment of the meter, a valuable list of group-words, and a good working vocabulary. Teachers who have struggled with vocabularies in which compound verbs are given under the simple verbs from which they are derived, will be pleased to note that in this *ocido* is not given under *cedo*. The book is solidly gotten up and is certainly a valuable addition to secondary Latin apparatus. (Ginn & Company.)

The Isaac Pitman system of shorthand, besides having a reputation for scientific accuracy and the skill with which it is presented to the student in the instruction books, has the advantage of an extensive literature published in the characters of the system. The advantage of extensive reading of matter in shorthand can be appreciated by all who have studied shorthand. One of these books gives *Commercial Correspondence* beautifully engraved in shorthand characters, and a companion volume gives *German Commercial Correspondence*. The latter book is not in shorthand characters. These books will prove invaluable for those who are fitting themselves for business positions. (Isaac Pitman & Sons, New York. Price, 85 cents each.)

Prof. Grigg's book, *The New Humanism*, is a searching inquiry into the evolution of the ideals of modern democracy. It avoids the error into which books of the class are liable to fall; it does not give an overshadowing importance to biological laws but takes into account the tremendous influence of personal ideals in the evolution of society. It is written without dogma. That is to say, the author has no nostrum for the regeneration of humanity. He is one who witnesses "the birth-throes of a new ideal, an ideal of common humanity."

He sees clearly both the grandeur and the tawdryness of democracy, and he writes eloquently of what he sees. The book deserves to be read, if for no other reason, on account of its educational bearing, and there are other reasons. (Published by Edward Howard Griggs, care of The American Society for the Extension of University Teaching, Philadelphia.)

*Logic and Argument*, by James H. Hyslop, supplies a combination of a purely elementary logic with the art of argumentative discourse. This has been suggested both by the practical value of logic as mental discipline and its close connection with the proper and orderly discussion of all subjects in which educated men are expected to engage. The author thinks that logic ought to follow closely on mathematics and he studied early in the college course, so that the student could have the benefit of it throughout his college career. The subject has also been connected with one branch of rhetoric—that which is concerned with the treatment of arguments. (Charles Scribner's Sons, New York. Price, 75 cents.)

A system of instruction in *Scientific Sewing and Garment Cutting* is set forth by Antoinette V. H. Wakeman and Louise M. Heller in a well arranged and well illustrated little volume. They have made this work an educational factor identical with manual training; they have sought to lead pupils to think independently, co-ordinately, and constructively. Hence the reason for each step has been clearly set forth. The entire system has been based on the square and the parallelogram, and in this respect the sewing is co-ordinate with the garment cutting. Miss Heller's method which has had a trial of six years in Chicago and has been entirely successful, is now given to the public for the first time in this book. (Silver, Burdett & Company.)

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Contingent Guarantee Fund	• • •	42,238,684 68
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